



## **2006–07 Accountability Progress Reporting System**

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# **2006 Base Academic Performance Index Report**

## **Information Guide**

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**March 2007**

**Prepared by the  
California Department of Education**

Available online at:  
<http://www.cde.ca.gov/api/>

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# Preface

The 2006 Base Academic Performance Index (API) Report will be released to the public before March 30, 2007, on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/api/>.

This *Information Guide* provides technical information for accountability coordinators at local educational agencies (LEAs) to use in coordinating their academic accountability programs to meet requirements of California's Public Schools Accountability Act (PSAA) of 1999. The guide explains the background and calculation of the 2006 Base API reports.

The API reports are part of the 2006–07 Accountability Progress Reporting (APR) system. The CDE reports both state and federal accountability results under the general heading of APR. State accountability is required under the PSAA, and federal accountability is required under the No Child Left Behind (NCLB) Act of 2001. The 2006–07 APR includes the 2006 Base API Report (released in March 2007), the 2007 Growth API Report (released in August 2007), the 2007 Adequate Yearly Progress (AYP) Report (released in August 2007), and the 2007–08 Program Improvement (PI) Report (released in August 2007).

For API reporting, LEAs include school districts and county offices of education. (Direct-funded charter schools also are considered LEAs under federal definitions but must meet federal requirements and timelines that apply to schools.)

This guide is not intended to serve as a substitute for state and federal laws or regulations or to detail all of an accountability coordinator's responsibilities in administering accountability requirements in an LEA or school. This guide should be used in conjunction with academic accountability information provided on the API Web site shown in the box at the top of this page.

The guide is divided into two parts:

- The first part encompasses **New Information** that summarizes key points of this document and of the 2006 Base API Report. The New Information section is aimed at readers who are generally familiar with API calculation and reports and need to know only the latest news about the API.
- The second part covers **Background Information** that is aimed at readers who are unfamiliar with the basic method of API calculation and reporting. The Background Information section is for readers who need more specific information about the calculation and requirements of the API and types of Base API information produced.

The **Appendixes** are provided at the end of the guide to describe technical details about the 2006 Base API Report. The appendixes include a listing of CDE contacts and Internet sites as well as a glossary of terms and acronyms.

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## **New Information**

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**Topical Index for This Guide**

**Highlights of the 2006 Base API Reports**

**Future Accountability Issues**

**Talking Points for Local Educational Agencies**

**Accountability Reports Timeline**

# Topical Index for This Guide

Topic	Description	For More Information
<i>New Information</i>		
Accountability Progress Reporting	<ul style="list-style-type: none"> <li>■ The California Department of Education (CDE) reports both state Academic Performance Index (API) and federal Adequate Yearly Progress (AYP) and Program Improvement (PI) results under the general heading of the Accountability Progress Reporting (APR) system.</li> <li>■ The 2006–07 APR includes the following:               <ul style="list-style-type: none"> <li>• 2006 Base API Report (released March 2007)</li> <li>• 2007 Growth API Report (to be released August 2007)</li> <li>• 2007 AYP Report (to be released August 2007)</li> <li>• 2007–08 PI Report (to be released August 2007)</li> </ul> </li> </ul>	"Highlights of the 2006 Base API Reports" (page 8)
2006 Base API Changes	<ul style="list-style-type: none"> <li>■ 2006 Base API reports will be posted on the Internet before March 30, 2007. Reports include:               <ul style="list-style-type: none"> <li>• 2006 Base API</li> <li>• 2006–07 growth targets</li> <li>• Statewide and similar schools ranks</li> <li>• Subgroup information (APIs and targets)</li> </ul> </li> <li>■ The State Board of Education (SBE) adopted the following changes to begin with the 2006 Base API:               <p><b>API Growth Targets</b></p> <ul style="list-style-type: none"> <li>• Each numerically significant subgroup must show growth in its API of at least <b>5 percent of the difference between its Base API and 800</b>.</li> <li>• Each school and each numerically significant subgroup must have a <b>minimum target of five points growth</b> until the school or subgroup API approaches 800. If a school's or subgroup's Base API is between 796 and 799, the growth target is the following:                   <ul style="list-style-type: none"> <li>– API of 796 – a gain of four points</li> <li>– API of 797 – a gain of three points</li> <li>– API of 798 – a gain of two points</li> <li>– API of 799 – a gain of one point</li> </ul> </li> </ul> <p><b>Integration of Science Tests</b></p> <ul style="list-style-type: none"> <li>• The <b>California Standards Test (CST) in science, grade eight</b>, will be added to the API with a test weight of <b>0.20</b>.</li> <li>• The <b>CST in life science, grade ten</b>, will be added to the API with a test weight of <b>0.10</b>.</li> </ul> </li> </ul>	<p>"Highlights of the 2006 Base API Reports" (pages 8 to 11)</p> <p>"Schoolwide and Subgroup Growth Target Requirements" (page 37)</p> <p>"Test Weights" (pages 24 and 25)</p>

Topic	Description	For More Information
2006 Base API Changes (continued)	<ul style="list-style-type: none"> <li>The test weight for the end-of-course <b>CST in science, grades nine through eleven</b>, will be increased by 0.07 to <b>0.22</b>, and the test weight for the <b>CST in history-social science</b> will be increased by 0.005 to <b>0.23</b>.</li> </ul> <p><b>Assignment of 200 Policy</b></p> <ul style="list-style-type: none"> <li>The “<b>assignment of 200</b>” policy will continue but with <b>lower test weights</b> as follows: <ul style="list-style-type: none"> <li>A student record showing the student did not take a CST in mathematics (grades eight through eleven) is assigned a value of 200 points in the API calculation. In this case, <b>a test weight of 0.10</b> is used in the calculation instead of a test weight of 0.32 (grade eight) or 0.20 (grades nine through eleven) that is otherwise used for a student record showing the student took a CST in mathematics.</li> <li>A student record showing the student did not take an end-of-course CST in science (grades nine through eleven) <b>or</b> the CST in life science (grade ten) is assigned a value of 200 points in the API calculation. In this case, <b>a test weight of 0.05</b> is used in the calculation instead of a test weight of 0.22 that is otherwise used for a student record showing the student took an end-of-course CST in science (grades nine through eleven). <b>Note: For students in grade ten, taking the CST in life science fulfills the requirement of taking a CST in science in grades nine through eleven.</b></li> </ul> </li> <li><b>English learners who were first enrolled in a U.S. school after March 15, 2005, will be excluded from API calculations.</b> This change, effective beginning with the 2006 Base API, was made to match the rule used in calculating AYP under the No Child Left Behind (NCLB) Act requirements.</li> <li>The results of grade eleven and grade twelve students who passed the 2006 California High School Exit Examination (CAHSEE) during the 2005–06 school year are counted in the 2006 Base API. (This was implemented, beginning with the 2006 Growth API.)</li> </ul>	<p>“Assignment of 200” (page 26)</p> <p>“Mathematics/ Science Rules for Calculating the 2006 Base API” (page 65)</p>
2007 Growth API	<ul style="list-style-type: none"> <li>The 2007 Growth API Report, including subgroup information, is scheduled to be released on August 31, 2007, in conjunction with the reporting of AYP information as part of APR.</li> <li><b>Beginning with the 2007 Growth API Reports, students exiting grade twelve that take and pass the CAHSEE given in late July (2006) will be included in API calculations.</b></li> </ul>	<p>“Future Accountability Issues” (page 12)</p>



Topic	Description	For More Information
Future APIs	<ul style="list-style-type: none"> <li>■ The 2007 Base API reports are scheduled to be released in March 2008. No changes are anticipated to these reports.</li> <li>■ Standards-based tests under development may be considered for inclusion in the API when they become operational.               <ul style="list-style-type: none"> <li>• California Modified Assessment (CMA) in English-language arts, grades two through five, and science, grade five</li> <li>• California Alternate Performance Assessment (CAPA) in science, grades five, eight, and ten</li> </ul> </li> <li>■ Assembly Bill 2167, enacted in 2006, specifies the calculation for graduation rates to be included in the API. Graduation rates using this calculation will be ready for inclusion in the API in several years.</li> <li>■ There are numerous policy issues the SBE may consider for future APIs.</li> <li>■ <b>AYP targets, including API requirements, do not change for the 2007 AYP.</b></li> </ul>	"Future Accountability Issues" (pages 12 and 13)
<i>Background Information</i>		
API Purpose and Definitions	<ul style="list-style-type: none"> <li>■ The 2006 Base API reports and 2007 Growth API reports make up the 2006–07 API reporting cycle.</li> </ul>	"What is the API?" and "API Reporting Cycle" (pages 18 to 20)
Calculation and Requirements	<ul style="list-style-type: none"> <li>■ The API is a numeric index (or scale) ranging from a low of 200 to a high of 1000 that reflects the academic performance level of a school or LEA based on the results of statewide testing. The 2006 Base API reports reflect results of school year 2005–06 statewide testing.</li> </ul>	"What is the API?" and "2006 Base API" (pages 18 to 33)
API Targets	<ul style="list-style-type: none"> <li>■ <b>The annual API growth target for a school or subgroup is 5 percent of the difference between the school's or subgroup's API and the statewide performance target of 800 or a minimum of five points of growth until the school or subgroup approaches 800.</b></li> <li>■ Schools with an API Base of 800 or above must maintain an API at 800 or above.</li> <li>■ Local educational agencies (LEAs) and schools in the Alternative Schools Accountability Model (ASAM) receive APIs but are not required under state law to meet growth target requirements. (An LEA is a school district or county office of education for API purposes.)</li> </ul>	<p>"What are API Targets?" (pages 34 to 37)</p> <p>"Schoolwide and Subgroup Growth Target Requirements" (page 37)</p>

Topic	Description	For More Information
Subgroup Definitions	<ul style="list-style-type: none"> <li>■ The SBE has defined subgroups for the API. <b>Definitions of subgroups match the definitions used in AYP calculations.</b></li> </ul>	"Definitions of Subgroups Used in the 2006 Base API Reports" (pages 36 and 37)
API Ranks	<ul style="list-style-type: none"> <li>■ Schools receive a statewide rank that compares its API to other schools statewide.</li> <li>■ Schools also receive a similar schools rank that compares its API to 100 other schools with similar demographic characteristics.</li> <li>■ LEAs and schools in the ASAM do not receive ranks.</li> <li>■ Small schools and special education schools do not receive similar schools ranks.</li> </ul>	"What are API Ranks?" (pages 38 to 43)
<i><b>Appendixes</b></i>		
Technical Details	<ul style="list-style-type: none"> <li>■ The Appendix includes the calculation rules and other technical information related to the 2006 Base API reports.</li> </ul>	"Calculation Rules" (pages 60 to 66)
Where to Find Help	<ul style="list-style-type: none"> <li>■ CDE offices that are related to academic accountability can provide further assistance through Internet, e-mail, or phone access.</li> </ul>	"CDE Contacts and Related Internet Sites" (pages 70 and 71)
Glossary of Terms and Acronyms	<ul style="list-style-type: none"> <li>■ Descriptions of key terms and acronyms related to the API are provided in the final section of the Appendix.</li> </ul>	"Glossary of Terms and Acronyms" (pages 72 to 78)

# Highlights of the 2006 Base API Reports

California's 2006 Base Academic Performance Index (API) reports are to be posted on the California Department of Education (CDE) Web site before March 30, 2007, at <http://www.cde.ca.gov/api/>. The reports are the first of two reports that show whether schools meet accountability requirements of the Public Schools Accountability Act (PSAA) of 1999. This posting marks the beginning of the eighth API reporting cycle since the inception of the API in 1999.

The 2006 Base API reports are calculated from the results of statewide testing in spring 2006. Test results used in the API calculations are from the California Standards Tests (CSTs) in English-language arts (ELA) and mathematics (in grades two through eleven), science (in grades five and eight through eleven), and history-social science (in grades eight, ten, and eleven).

In addition, the results of the California Achievement Test, Sixth Edition Survey (CAT/6 Survey) in grades three and seven are included in the API calculations. The results of the California High School Exit Examination (CAHSEE) in ELA and mathematics (in grades ten through twelve) and the California Alternate Performance Assessment (CAPA) in ELA and mathematics (in grades two through eleven) also are included. The CAPA is an alternative assessment for students with the most significant cognitive disabilities who are unable to take the CSTs.

## API Reports are Part of the Accountability Progress Reporting System

The CDE reports both state and federal accountability results under the general heading of the "Accountability Progress Reporting" (APR) system. The APR system includes the **state** API reports as well as the **federal** Adequate Yearly Progress (AYP) and Program Improvement (PI) reports, as shown below. In March 2007, the 2006 Base API reports were released as the first part of 2006–07 APR. In August 2007, the 2007 Growth API reports will be released, completing the state part of 2006–07 APR.

### 2006–07 APR System

State Accountability Requirements (Public Schools Accountability Act of 1999)	Federal Accountability Requirements (No Child Left Behind Act of 2001)
<ul style="list-style-type: none"> <li>■ 2006 Base API Report (release March 2007)</li> <li>■ 2007 Growth API Report (release August 2007)</li> </ul>	<ul style="list-style-type: none"> <li>■ 2006 AYP Report (release August 2007)</li> <li>■ 2007–08 PI Report (release August 2007)</li> </ul>

## 2006 Base API Changes

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This section summarizes changes to the 2006 Base API calculation. The State Board of Education (SBE) is responsible for determining the indicators and methodology for each year's API reporting cycle, which begins with the Base API Report.

### API Growth Targets

The SBE has the authority to establish API growth targets for each school and numerically significant subgroup within a school. In previous API reporting cycles, subgroup targets were 80 percent of the schoolwide target. This method, however, did not adequately address narrowing the achievement gap that exists between traditionally higher- and lower-scoring student subgroups.

On May 10, 2006, the SBE adopted more challenging API growth targets. Beginning with the 2006 Base API reports, the following methodology is used:

- Growth targets are calculated separately for each numerically significant subgroup within a school and set at 5 percent growth towards an API of 800. This means that the method used to determine subgroup targets is now the same as the method used to determine schoolwide targets.
- Both subgroup and schoolwide growth targets are a minimum of 5 points until an API score of 800 (the current statewide target) is reached or exceeded.

This revised policy means that meeting the API targets for schools and subgroups with Base APIs of less than 800 will now be more challenging than in prior years. The revised targets only apply to state requirements for growth in the API. The Adequate Yearly Progress (AYP) criteria for the API do not change. (Details of API growth targets are described in "Schoolwide and Subgroup Growth Target Requirements" on page 37.)

### Integration of California Standards Tests in Science and Test Weights

The No Child Left Behind (NCLB) Act of 2001 requires that states administer science tests in at least one grade level at each of three grade spans (three through five, six through nine, and ten through twelve) by the 2007–08 school year. These tests must be aligned to state science content standards and be administered to all students within a grade. California developed a CST in science for grade five that met the federal requirements for the three through five grade span. A CST in science, grade eight, and a CST in life science, grade ten, were field-tested in spring 2005 and became operational in spring 2006.

The PSAA requires that student scores from the CSTs, when found to be valid and reliable, shall be incorporated into the API. The CST in science in grade five became operational in spring 2004 and was integrated into the 2004 Base API (reported in March 2005).

On January 10, 2007, the SBE integrated the CST in science, grade eight, into the API, setting its test weight at 0.20, and integrated the CST in life science, grade ten, into the API, setting its test weight at 0.10. The SBE also increased the weight for the end-of-course CSTs in science, grades nine through eleven, from 0.15 to 0.22 (an increase of 0.07) and increased the weight for the CST in history-social science from 0.225 to 0.23 (an increase of 0.005). (Tables showing the new 2006 Base API test weights are provided in “Test Weights” on pages 24 and 25.)

The impact of integrating the CST in science, grade eight, and the CST in life science, grade ten, into the API and of increasing the test weight of the end-of-course CSTs in science is that science now has a larger emphasis in API calculations, and all other content area tests have slightly smaller emphases. (Tables reflecting the new content area emphases [weights] are provided in “School API Content Area Weights for the Most Common Grade Spans” on page 33.)

### **Revision of the Policy of Assigning 200 Points to Non-Tested Students**

Beginning with the 2002 Base API, the SBE adopted a methodology to account for students who do not take end-of-course CSTs, first in mathematics and later in science, in order to measure the differences in schools that test a high percentage of students and those that test a low percentage of students in mathematics and science. The methodology, the “assignment of 200,” assigned the lowest value (called the performance level weighting factor) of 200 points (the far below basic level) when calculating a school’s API in instances where a student did not take one of these tests. This methodology addressed the fact that the tests are end-of-course examinations and not universally administered to all students within a grade level. The policy goal of the SBE was to provide an incentive for high schools to encourage students to enroll in rigorous, standards-based mathematics and science courses and correspondingly to reduce incentives for high schools to discourage low-performing students from enrolling in these courses. Due to recent changes in the API, the CDE and SBE revisited this policy, particularly in the area of science.

On January 10, 2007, after considering a number of alternatives, the SBE voted to maintain the policy of assigning 200 points but to reduce its impact by lowering the test weights of the end-of-course CSTs as follows:

- The test weight for the CST in mathematics, grades eight through eleven, was lowered to 0.10 for those student records that are assigned a performance level weighting factor of 200.
- The test weight for the CST in science, grades nine through eleven, was lowered to 0.05 for those student records that are assigned a performance level weighting factor of 200.

The addition of the CST in life science, grade ten, also has an effect on the assignment of 200 for science. Students, grades nine through eleven, must take at least one of the CSTs in science or the student record will be assigned 200 in the API calculation for the end-of-course science content area. For tenth graders, taking the CST in life science fulfills this requirement. All other assignment of 200 rules, as specified under “Calculation Rules” on pages 60 to 66 still apply.

### **Exclusion Rules for English Learners**

The API exclusion rule for English learners (ELs) will change beginning with the 2006 Base API in order to match the rule used in calculating AYP under the NCLB requirements. ELs enrolled in a United States (U.S.) school for less than 12 months will not be included in the API calculation for a school, LEA, or subgroup. If an EL was first enrolled in a U.S. school after March 15 of the previous year, that student is considered to have been enrolled for less than 12 months for the Standardized Testing and Reporting (STAR) Program and CAHSEE and will not be included in API calculations. For the 2006 Base API, any EL first enrolled in a U.S. school after March 15, 2005, will not be included in the 2006 Base API calculations.

In calculating the API for the EL subgroup for a school or LEA, reclassified fluent-English-proficient (RFEP) students who have not scored proficient or above on the CST in ELA for three years after reclassification are included in the subgroup API. RFEP students, however, are not counted when determining whether the EL subgroup meets the minimum subgroup size to be numerically significant. This rule matches the rule used in AYP calculations.

### **CAHSEE: Grade Twelve**

Grade twelve students who did not pass the CAHSEE in 2004 or 2005 were eligible to retake the CAHSEE in the 2005–06 school year. These results will be counted in the 2006 Base API for grade twelve students who passed either part of the CAHSEE and will not be counted for the students who did not pass either part. This rule was implemented, beginning with the 2006 Growth API reports, and is consistent with the continuing policy of only counting CAHSEE non-passers in grade ten.

# Future Accountability Issues

## 2007 Growth API

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The 2007 Growth Academic Performance Index (API) reports are scheduled to be reported in August 2007 in conjunction with the reporting of Adequate Yearly Progress (AYP) information. The 2007 Growth API reports will include subgroup information as well as information on all schools and local educational agencies (LEAs), regardless of whether or not they are changing demographic data through the test publisher. LEAs will have the opportunity to make changes to demographic data through the test publisher during the data review process scheduled for September and October 2007. Results reflecting corrected demographic data will be included in the revised 2007 Growth API reports to be released in late February 2008.

### CAHSEE: July Passers

Beginning with the 2007 Growth API, students exiting grade twelve who take and pass the California High School Exit Examination (CAHSEE) given in the previous July will be included in API calculations. In other words, a grade twelve student who passed the CAHSEE in July 2006 **is not** counted in the 2006 Base API but **will** be counted in the 2007 Growth API.

### 85 Percent Rule Change

Current *California Code of Regulations*, Title 5, specify that an API shall be considered invalid if the percent of test takers in grades two through eleven in a content area is less than 85 percent. (This rule is described in more detail in “Schools and LEAs That Do Not Receive a 2006 Base API” on page 22 and “Valid API Criteria” on page 68.) Beginning with the 2007 Growth API, the 85 percent rule will no longer apply to the California Standards Test (CST) in world history because it became an end-of-course examination with the spring 2007 test administration. This test previously was a test administered in grade ten only. The 85 percent rule will continue to apply to the other grade specific CSTs in history-social science, grades eight and eleven.

## Future APIs

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### 2007 Base API

The 2007 Base API reports are scheduled to be reported in March 2008. No changes are anticipated at this time to these reports.

### Possible Tests to be Added to the API

The Public Schools Accountability Act (PSAA) of 1999 requires that student scores from the CSTs, when found to be valid and reliable, shall be incorporated into the API. The following standards-based tests are currently being developed and are under discussion as possible new tests to be added to the API:



- California Modified Assessment (CMA) in English-language arts, grades two through five, and science, grade five
- California Alternate Performance Assessment (CAPA) in science, grades five, eight, and ten

### **Other Possible Indicators to be Added to the API**

The PSAA requires that the API should consist of a variety of indicators, including graduation rates. Assembly Bill 2167 (Chapter 743 of 2006) was enacted in September 2006 and establishes the specific calculation for graduation rates to be added to the API. The legislation specifies that graduation rates from dropout recovery high schools will not be included in the API. It is anticipated that graduation rates using this formula will be ready for inclusion in the API in several years.

### **Future Policy Issues Related to the API**

The State Board of Education (SBE) may consider revising API test weights in the future, particularly in the areas of mathematics and science. The SBE also is committed to revisit the assignment of 200 policy in one to two years.

### **API Targets Increase for 2008 AYP**

The API is used in meeting state requirements under the PSAA and federal AYP requirements under the No Child Left Behind (NCLB) Act of 2001. **AYP targets, including the API targets for AYP, do not change for the 2007 AYP.** The 2007 AYP target requirements for the API is a 2007 Growth API of at least 590 or growth in the API from 2006 to 2007 of at least one point. (All AYP targets for 2002 through 2014 are shown on pages 27 and 28 in the *2006 Adequate Yearly Progress Report Information Guide* at <http://www.cde.ca.gov/ayp/>.)



# Talking Points for Local Educational Agencies

These talking points are designed to assist local educational agency (LEA) staff in providing information about the release of the 2006 Base API reports. Talking points with options 1, 2, or 3 can be adapted to address the progress of individual schools based on the 2006 Base API reports.

- The Academic Performance Index (API) is a numeric index (or scale) ranging from a low of 200 to a high of 1000 that reflects the academic performance level of a school or LEA based on the results of statewide testing. The 2006 Base API reports reflect results of 2006 statewide testing.
  - The 2006 Base API reports establish a new baseline against which 2007 statewide testing results will be compared.
  - Calculations for the 2006 Base API scores include 2006 Standardized Testing and Reporting (STAR) Program results of the California Standards Tests (CSTs) in English-language arts and mathematics in grades two through eleven, the CSTs in science in grades five and eight through eleven, and the CSTs in history-social science in grades eight, ten, and eleven. In addition, results of the California Achievement Test, Sixth Edition Survey (CAT/6 Survey), a nationally normed test given in grades three and seven only, are included in the API calculations. The California Alternate Performance Assessment (CAPA) also is included in grades two through eleven. The CAPA is a test for students with severe cognitive disabilities who are unable to take the CSTs even with accommodations or modifications. In addition to STAR Program results, the Base API also includes results of the California High School Exit Examination (CAHSEE).
  - The key feature of California's API continues to be its focus on academic growth.
  - Schools and each numerically significant group of students within those schools (referred to as student subgroups) have annual APIs and annual API growth targets. Targets are determined according to the Base API of a school or subgroup. API subgroup targets have become more challenging, beginning with the 2006 Base API.
- Option 1** ■ Many (some, several) of our schools or subgroups received a 2006 Base API that is above the statewide target of 800. Schools or subgroups with a Base API of 800 or above must maintain an API at 800 or above on the 2007 Growth API Report to meet their API growth target. The 2007 Growth API Report is scheduled to be released in August 2007.

## Option 2

- Many (some, several) of our schools or subgroups received a 2006 Base API that is below the statewide target of 800. These schools or subgroups have an API growth target that is 5 percent of the difference between the school's or subgroup's API and the statewide performance target of 800 **or** a minimum of five points growth until the API approaches 800.

- On the 2006 Base API reports, a school also receives two types of rankings of its API score: a **statewide rank** that compares its API to other schools statewide and a **similar schools rank** that compares its API to 100 other schools with similar demographic characteristics. Schools are ranked according to school type, which includes elementary, middle, or high schools.

## Option 1

- Many (some, several) of our schools received a statewide rank from 7 to 10. These schools are ranked as above average for elementary, middle, or high schools statewide.

## Option 2

- Many (some, several) of our schools received a statewide rank of 5 or 6 and are ranked as average for their school type statewide.

## Option 3

- Many (some, several) of our schools received a statewide rank from 1 to 4 and are ranked as below average for their school type statewide.

## Option 1

- Many (some, several) of our schools received a similar schools rank from 7 to 10. These schools are ranked as above average for elementary, middle, or high schools with similar demographic characteristics.

## Option 2

- Many (some, several) of our schools received a similar schools rank of 5 or 6 and are ranked as average compared to 100 other schools of the same type with similar demographic characteristics.

## Option 3

- Many (some, several) of our schools received a similar schools rank from 1 to 4 and are ranked as below average compared to 100 other schools of the same type with similar demographic characteristics.

- Our school district and our schools that are in the Alternative Schools Accountability Model (ASAM) received APIs as part of federal accountability requirements. Under state law, however, districts and schools in ASAM are not required to meet API growth target requirements or to have API ranks.

- The staff, students, and parents at our school(s) will continue their efforts to help all students succeed. They are working to narrow the achievement gaps between traditionally higher- and lower-scoring student subgroups, particularly in light of new, challenging API subgroup growth targets this year. Their efforts have the full support of our school district and board of education. It takes everyone involved in our students' education to keep our schools on target in the path toward academic excellence.

# Accountability Reports Timeline

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<b>March 2007</b>	The first part of the 2006–07 Accountability Progress Reporting (APR) system is released. This includes the 2006 Base Academic Performance Index (API) reports, which are posted on the California Department of Education (CDE) Web site at <a href="http://www.cde.ca.gov/api/">http://www.cde.ca.gov/api/</a> . These reports include the 2006 Base API, growth targets, subgroup data, demographic data, statewide and similar schools ranks, and school content area weights.
<b>August 2007</b>	The second part of the 2006–07 APR system will be released. This will include the complete 2007 Growth API reports (including subgroup APIs), which will be posted on the CDE Web site at <a href="http://www.cde.ca.gov/apr/">http://www.cde.ca.gov/apr/</a> . These reports will include the 2007 Growth API, 2006 Base API, growth targets, growth in the API, subgroup data, and whether or not growth targets were met. The 2006–07 APR also will include the 2007 Adequate Yearly Progress (AYP) and 2007–08 Program Improvement (PI) reports, which will be posted on the CDE Web site at <a href="http://www.cde.ca.gov/apr/">http://www.cde.ca.gov/apr/</a> . These reports will include all information for determining whether schools and local educational agencies (LEAs) met federal AYP requirements, including 2007–08 PI status. These reports will include information for schools or LEAs regardless of whether they are changing demographic data through the test publisher.
<b>October 2007</b>	Data review based on 2007 test results for all LEAs is scheduled. LEAs have a window of time to make changes to demographic data through the test publisher if necessary. The CDE conducts annual data review processes in an effort to help LEAs increase the quality and accuracy of accountability data.
<b>January 2008</b>	Revised 2007 Growth API, 2007 AYP, and 2007–08 PI reports will be posted on the CDE Web site at <a href="http://www.cde.ca.gov/apr/">http://www.cde.ca.gov/apr/</a> . These reports will reflect data corrections made through the test publisher.
<b>March 2008</b>	The first part of the 2007–08 APR system is released with the posting of the 2007 Base API reports on the CDE Web site at <a href="http://www.cde.ca.gov/apr/">http://www.cde.ca.gov/apr/</a> .

## **Background Information**

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**What is the API?**

**Who Receives an API?**

**2006 Base API**

**What are API Targets?**

**What are API Ranks?**

**Sample Internet Reports for the 2006 Base API**

# What is the API?

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The Academic Performance Index (API) is a numeric index (or scale) ranging from a low of 200 to a high of 1000 that reflects the performance level of a school or local educational agency (LEA) based on the results of statewide testing. The 2006 Base API reports reflect results of 2006 statewide testing. The API was established by California's Public Schools Accountability Act (PSAA) of 1999. The PSAA has three main components: the API, the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award (GPA) program. The PSAA also calls for an alternative accountability system for schools serving non-traditional populations, which is now under the Alternative Schools Accountability Model (ASAM). Other programs that relate to the API have been added legislatively.

Results from the Standardized Testing and Reporting (STAR) Program and the California High School Exit Examination (CAHSEE) are used in calculating the API. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's base year API is subtracted from its next year's growth API to determine how much the school improved in a year.

## Measuring Annual Improvement: Stability and Change

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Under state law, the API has two major purposes:

- To measure growth of school performance from one year to the next
- To rank schools on an annual basis

At first glance, the calculation of growth is a simple matter. Growth in the API is the increase from one year's API to the next year's API. This process, however, is complicated by the addition of new indicators (i.e., new assessments) into the API. To address this complication, the Base API and Growth API within one API reporting cycle are calculated in the same way with the same indicators. (See also "API Reporting Cycle" on page 20.)

On the other hand, school API rankings for a particular year (statewide rank and similar schools rank) are based on all available indicators, including new ones. The Base API, including all new indicators, becomes the baseline against which next year's Growth API is compared.

## Difference Between Base API and Growth API

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In order to meet state requirements and phase-in of new indicators, the API is reported as a "Base API" and a "Growth API." The Base API, released after the beginning of the calendar year, includes continuing and any new indicators based on prior year spring

statewide test results. The Base API serves as the baseline for comparisons with the Growth API for the next year, and school rankings are reported in the Base API Report. The Growth API, released each August, is calculated in exactly the same fashion and with the same indicators as the prior year Base API but is based on test results for the following year. The Growth API establishes whether or not schools met their API growth targets.

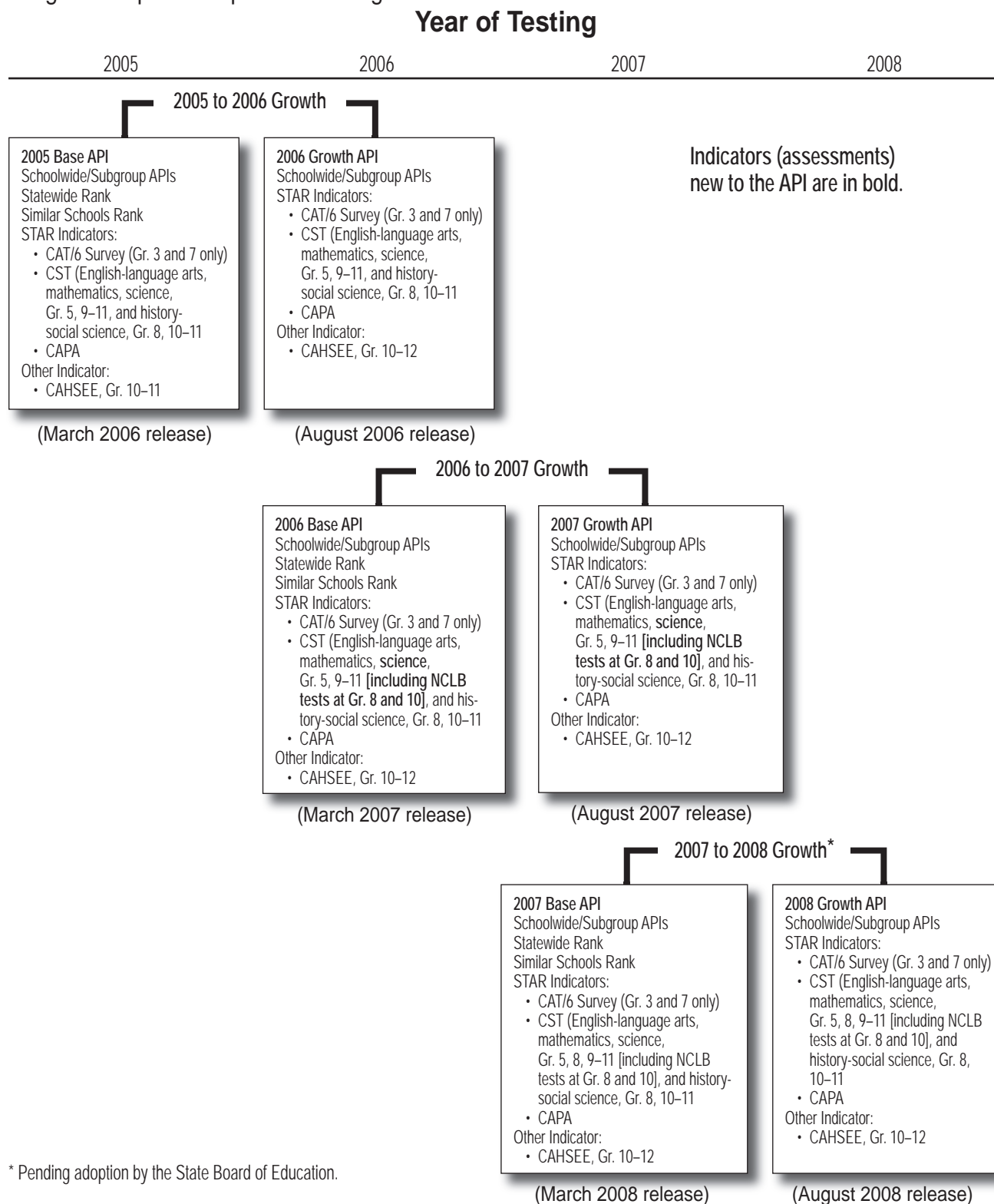
The 2006 Base API Report, released in March 2007, is calculated from results of spring 2006 statewide testing. The 2007 Growth API Report, to be released in August 2007, will be based on results of spring 2007 statewide test results. The 2006 Base API will be subtracted from the 2007 Growth API to produce 2006–07 growth in the API (referred to in the Growth report as 2006–07 API Growth).

The Base API Report includes the API Base, targets, and ranks. The Growth API Report includes API Growth, growth achieved, and whether or not targets were met.

2006 Base API Report (release March 2007)	2007 Growth API Report (release August 2007)
Number of Students Included in the <b>Base</b> API	Number of Students Included in the <b>Growth</b> API
2006 Base API	2007 Growth API
2006 Statewide Rank	2006 Base API (same as 2006 Base API Report)
2006 Similar Schools Rank	
2006–07 Growth Target	2006–07 Growth Target (same as 2006 Base API Report)
2007 API Target (2006 Base API + 2006–07 Growth Target)	
List of Similar Schools	2006–07 API Growth (2007 Growth API – 2006 Base API)
	Met Growth Target <ul style="list-style-type: none"> <li>• Schoolwide</li> <li>• Comparable Improvement (Subgroups)</li> <li>• Both Schoolwide and Comparable Improvement</li> </ul>
	Similar Schools Median 2007 Growth API
	Similar Schools Median 2006 Base API
Subgroup Information	Subgroup Information
School Demographic Characteristics	School Demographic Characteristics
School Content Area Weights	School Content Area Weights

## API Reporting Cycle

An Academic Performance Index (API) reporting cycle consists of two components: (1) base information and (2) growth information. The base reports are provided after the first of the calendar year, and the growth reports are provided in August.



\* Pending adoption by the State Board of Education.



# Who Receives an API?

## Schools and LEAs That Receive a 2006 Base API

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Most schools and local educational agencies (LEAs) will receive a 2006 Base API. An LEA can be a school district or a county office of education.

- **Traditional Schools**

All traditional schools, including year-round schools, receive an API and API ranks.

- **Charter Schools**

Charter schools receive an API and API ranks. Direct-funded charter schools are considered schools for API purposes and do not receive a separate API report as an LEA.

- **Alternative Schools Accountability Model (ASAM) Schools**

Schools in the ASAM receive an API for federal No Child Left Behind (NCLB) Act of 2001 purposes only. The ASAM provides state accountability for alternative schools serving highly mobile, high risk students. These schools include community day, continuation, opportunity, county community, county court, California Youth Authority, and other alternative schools that meet stringent criteria set by the State Board of Education (SBE). The ASAM is a multiple-indicator system that includes performance and pre- and post- assessment indicators approved by the SBE and state assessment results as summarized in the API. ASAM schools select indicators and report data at the end of each school year. More information about ASAM is located on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/am/>. Schools in the ASAM do not receive API ranks.

- **Small Schools**

Small schools are defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program scores for API purposes. Small schools receive an API with an asterisk to denote the greater statistical uncertainty of an API based on small numbers of student results. These small schools are not included in calculating ranks for non-small schools but receive statewide ranks with an asterisk to indicate the rank into which their APIs would have fallen if they had been included in the ranking system. Schools with APIs that have an asterisk do not receive similar schools ranks.

- **School Districts and County Offices of Education**

School districts and county offices of education that administer schools receive an API in order to meet federal NCLB requirements. LEAs do not receive API ranks.

- **Special Education Schools**

Special education schools receive an API but do not receive API ranks.



## Schools and LEAs That Do Not Receive a 2006 Base API

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A small number of schools and LEAs do not receive a 2006 Base API score as a result of one or more of the following circumstances:

- The LEA notifies the CDE that there were testing irregularities at a school affecting 5 percent or more of students tested.
- The LEA notifies the CDE, and the CDE approves the request that the student population is not representative of a school.
- A school's proportion of parental waivers compared to the number of students enrolled on the first day of testing in the STAR Program is equal to or greater than 20 percent. If the number of parental waivers compared to its STAR Program enrollment is equal to or greater than 10 percent but less than 20 percent, the CDE will conduct standard statistical tests to see if the school's tested population is representative of the total school population. The school's API is considered invalid and the school does not receive an API if statistical tests show the school's tested population is not representative of the school population.
- The school's proportion of the number of test takers in any test used in the API, except end-of-course examinations, compared with the total numbers of test takers is less than 85 percent. This only applies to schools with at least 100 students enrolled since the California Basic Educational Data System (CBEDS) data collection date in a content area.
- Information is made available to the CDE, and the CDE determines that the integrity of the API has been jeopardized.
- The school has fewer than 11 valid scores.

Summaries of the *California Code of Regulations* and the *Education Code* relating to what constitutes a valid API are provided in the Appendix on pages 68 and 69.

# 2006 Base API

## API Indicators

The results of certain statewide assessments are indicators used in the API calculation. The results from the 2006 Standardized Testing and Reporting (STAR) Program and the 2006 California High School Exit Examination (CAHSEE) were used in calculating the 2006 Base API.

### Content Areas and Grade Levels of State Assessments Used in the API

This table lists the content areas and grade levels of the assessments used in calculating the 2006 API Base.

2006 Standardized Testing and Reporting (STAR) Program
<ul style="list-style-type: none"> <li>■ California Standards Tests (CSTs)             <ul style="list-style-type: none"> <li>• The California English-Language Arts Standards Test (CST in ELA) was included for grades two through eleven, including a writing assessment at grades four and seven.</li> <li>• The California Mathematics Standards Test (CST in mathematics) was included for grades two through seven, and grades eight through eleven for the following course-specific tests:                 <ul style="list-style-type: none"> <li>– General mathematics (grades eight and nine only)</li> <li>– Algebra I</li> <li>– Geometry</li> <li>– Algebra II</li> <li>– Integrated mathematics 1, 2, or 3</li> <li>– High School Summative Mathematics Test</li> </ul> </li> <li>• The California History-Social Science Standards Test (CST in HSS) was included for grade eight, grade ten (world history), and grade eleven (U.S. history).</li> <li>• The California Science Standards Test (CST in science) was included for grade five and grade eight and for grades nine through eleven for the following course-specific tests:                 <ul style="list-style-type: none"> <li>– Biology/life sciences</li> <li>– Earth science</li> <li>– Chemistry</li> <li>– Physics</li> <li>– Integrated/coordinated science 1, 2, 3, or 4</li> </ul> </li> </ul> </li> <li>■ California Alternate Performance Assessment (CAPA)             <ul style="list-style-type: none"> <li>• The CAPA in English-language arts and mathematics was included for grades two through eleven. (The CAPA is based on alternate statewide achievement standards.)</li> </ul> </li> <li>■ Norm-referenced test (NRT)             <ul style="list-style-type: none"> <li>• The California Achievement Test, Sixth Edition Survey, (CAT/6 Survey) was included for all content areas at grades three and seven only. Content areas tested included reading, language, spelling, and mathematics.</li> </ul> </li> </ul>
2006 California High School Exit Examination (CAHSEE)
<ul style="list-style-type: none"> <li>■ The CAHSEE, administered in February and March 2006 (and May for make-ups), was included for grade ten (and for grade eleven and twelve separately for ELA and mathematics if the student passed the CAHSEE in 2005–06). The CAHSEE covers English-language arts, including a writing assessment, and mathematics.</li> </ul>

## Performance Levels and Weighting Factors Used in the API

The API calculation method determines the API as the weighted average of student scores across content areas and test results within the school. To calculate the API, individual student scores from each indicator are combined into a single number (the API) to represent the performance of a school. API weighting factors are used to assign an API unit of measure across all the test results used in the API.

Students' performance levels on the CSTs, national percentile ranks (NPRs) on the CAT/6 Survey (in grades three and seven only), and pass/no pass scores on the CAHSEE are used in conjunction with weighting factors to determine a weighted score for an API content area. Performance levels on the CAPA also are included in the API and treated in the same way as CST performance levels. A scale score of 350 or more on the CAHSEE is considered passing.

CST or CAPA Performance Levels	CAT/6 Survey Performance Bands	CAHSEE Score	API Weighting Factors	Point Gain for Movement
Advanced	80–99th NPR	Pass	1000	$1000 - 875 = 125$
Proficient	60–79th NPR	N/A	875	$875 - 700 = 175$
Basic	40–59th NPR	N/A	700	$700 - 500 = 200$
Below Basic	20–39th NPR	N/A	500	$500 - 200 = 300$
Far Below Basic	1–19th NPR	No Pass	200	N/A

NPR = National Percentile Rank

The “Point Gain for Movement” column illustrates that the weighting factors of the API were established as a progressive weighting method to encourage low performing schools to improve. For example, this column shows that moving students from the far below basic performance level to the below basic performance level will result in a greater API growth than moving students from below basic to basic. This is because the weighting factor for the API increases by a greater increment (shown as point gain for movement) between the far below basic level and the below basic level (e.g., an increase of 300 points) than for any other increase (e.g., 200, 175, and 125). This suggests that a greater API gain can occur through improvement of the lowest performing students in the school.

## Test Weights

Test weights are applied after the API weighting factors. They are assigned to each tested content area used in the API. The State Board of Education (SBE) adopted test weights that it believed reflected curriculum priorities in California public education.

Test weights apply to test results at the individual student level rather than at the school level. Test weights are shown as decimals rather than percentages and are the same for the Base API and Growth API within an API reporting cycle. The test weights are the same for all schools (based on grade spans two through eight and nine through eleven) and are the same for a school's API as well as for its subgroup APIs. The test weights adopted for the 2006–07 API reporting cycle are provided in the following two tables.

## Grades Two Through Eight

The SBE adopted the following test weights for grades two through eight:

### Test Weights, Grade Levels 2–8

Content Area	2006–07 API Test Weights
CST/CAPA in ELA, Grades 2–8	0.48
CST/CAPA in Mathematics, Grades 2–8	0.32
CST in Science, Grade 5	0.20
CST in HSS, Grade 8	0.20
NRT Reading, Grades 3 and 7	0.06
NRT Language, Grades 3 and 7	0.03
NRT Spelling, Grades 3 and 7	0.03
NRT Mathematics, Grades 3 and 7	0.08
CST in Science, Grade 8	0.20
<b>Assignment of 200, CST in Mathematics, Grade 8</b>	0.10

**Notes:** The weights new to the API are shown in bold. The test weights shown in this table do not reflect the content area weights for a school, which will vary based upon these weights and the number of valid test scores in each content area. Test weights do not total 1.00.

## Grades Nine Through Eleven

The SBE adopted the following test weights for grades nine through eleven:

### Test Weights, Grade Levels 9–11

Content Area	2000–07 API Test Weights
CST/CAPA in ELA, Grades 9–11	0.30
CST/CAPA in Mathematics, Grades 9–11	0.20
<b>CST in Science, Grades 9–11</b>	0.22
CST in Life Science, Grade 10	0.10
CST in HSS, Grades 10–11	0.23
CAHSEE ELA, Grades 10–12*	0.30
CAHSEE Mathematics, Grades 10–12*	0.30
<b>Assignment of 200, CST in Mathematics, Grades 9–11</b>	0.10
<b>Assignment of 200, CST in Science, Grades 9–11</b>	0.05

\* Grades 11 and 12 are counted only if the student passed.

**Notes:** The weights new to the API are shown in bold. The test weights shown in this table do not reflect the content area weights for a school, which will vary based upon these weights and the number of valid test scores in each content area. Test weights do not total 1.00.

## Assignment of 200

---

Beginning with the 2002 Base API, the SBE adopted a methodology to account for students who do not take end-of-course CSTs, first in mathematics and later in science. The methodology, the “assignment of 200,” assigns the lowest value (called the performance level weighting factor) of 200 points (far below basic level) when calculating a school’s API in instances where the student did not take one of these tests.

In January 2007, the SBE voted to maintain the policy of assigning 200 points but to reduce its impact by lowering the test weights of the end-of-course CSTs as follows:

- The test weight for the CST in mathematics, grades eight through eleven, was lowered to 0.10 for those student records that are assigned a performance level weighting factor of 200.
- The test weight for the CST in science, grades nine through eleven, was lowered to 0.05 for those student records that are assigned a performance level weighting factor of 200.

The assignment of 200 rule is described in detail in “Mathematics/Science Rules for Calculating the 2006 Base API” on page 65.

## Content Area Weights for Each School

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Content area weights are the exact weightings for a school that are related to each content area used in calculating an API for the school. Content area weights at the school level are unique to each school, based on the test weights established by the SBE, the school’s grade span configuration, and the number of valid test scores in each content area for the school. A school’s content area weights are not needed in calculating the API, but they are provided on the API reports for information only.

Content area weights differ from test weights because they reflect weights at the school level (rather than weights applied to test results at the student level), and they are not the same for all schools. In addition, although the test weights established by the SBE remain the same within an API reporting cycle, a school’s unique content area weights within a reporting cycle may be slightly different for the Base and Growth APIs (e.g., 2006 Base API and 2007 Growth API). The amount of difference will depend on the amount of variation in the counts and grade levels of test takers in the base year (e.g., 2006) and the growth year (e.g., 2007) at the school. Test weights do not total 1.00. However, content area weights always total 100 percent.

School examples on pages 30 to 32 show how content area weights are determined (Column G). The example on page 33 shows the school level content area weights for the most common grade spans, using the assumption that there are an equal number of valid scores at each grade level and that there are no missing data.

## Comparison of Test Weights and Content Area Weights

The following table describes differences between test weights and content area weights used in calculating an API for a school or LEA:

	Test Weights	Content Area Weights
Same weights for all schools or LEAs?	Yes. The test weights were set by the SBE and are the same for all schools and LEAs. Test weights are applied according to the grade levels tested. Grade levels 2–8 have one set of weights, and grade levels 9–11 have a different set of weights.	No. The content area weights may vary slightly among schools or among LEAs depending upon the grade levels tested, number of tests taken, number of valid scores, and degree of missing test data.
Same weights for 2006 Base API and 2007 Growth API?	Yes. The test weights set for the 2006 Base API are the same weights that will be used for the 2007 Growth API.	No. The content area weights may vary slightly between a school's or LEA's 2006 Base API and its 2007 Growth API for the same reasons as the first answer above.
Same weights for school/LEA API and subgroup APIs?	Yes. The test weights are the same for a school or LEA API as well as for the subgroup APIs.	No. The content area weights may vary slightly between the schoolwide or LEA-wide API and the subgroup APIs for the same reasons as the first answer above. Subgroup content area weights are not included in API reports.
Same weights for LEA?	Yes. The same test weights used for school APIs are used for LEA APIs according to grade levels.	No. The content area weights may vary between LEA APIs and school APIs for the same reasons as the first answer above.
Do the weights total 100 percent?	No. The test weights do not total to 1.00.	Yes. The content area weights for a school or LEA total 100 percent.

## Scale Calibration Factors

The scale calibration factor (SCF) provides a positive or negative adjustment to every school's or LEA's API each year in order to maintain consistency in the **statewide API scale** from one API reporting cycle to the next. SCFs are the same within each API reporting cycle; therefore, the SCF for the 2006 Base API will be the same as the SCF for the 2007 Growth API. The SCF does not allow for comparisons of **school or LEA APIs** from one reporting cycle to the next.

In general, the calculation of the SCF for the 2006–07 API reporting cycle is the difference between the **statewide** average 2006 Growth API and the **statewide** average 2006 Base API. SCFs are calculated separately for elementary (grades two through six), middle (grades seven and eight), and high (grades nine through eleven). All APIs for schools and LEAs include the SCF. When calculating the SCFs, (shown in the the following table), however, the California Department of Education (CDE) excludes

some schools (including those in the Alternative Schools Accountability Model [ASAM], small schools, and schools with data problems). The SCF is applied to each numerically significant subgroup API at a school in the same way as the SCF is applied to the schoolwide API.

### 2006–07 API Scale Calibration Factors (SCFs)

Grade Levels	SCF
Grades 2–6	28.30
Grades 7–8	40.83
Grades 9–11	16.90

## Additional Calculation Rules for Bridge Schools

To accommodate the inclusion of the SCF, the API is calculated separately for three main grade span segments: grades two through six, grades seven through eight, and grades nine through eleven. However, some schools, referred to as “bridge schools,” have grade spans that overlap these categories (i.e., kindergarten through grade eight or kindergarten through grade twelve). In these cases, the API is the average of the APIs for the grade span segments, weighted by the total test weight for students with valid STAR Program scores in the segments. For example, the API for an LEA with kindergarten through grade twelve is the weighted average of the APIs for grades two through six, grades seven through eight, and grades nine through eleven.

## Spreadsheet Examples for Calculating the API and School Content Area Weights

Pages 30 through 32 provide examples of how the 2006 API Base is calculated for the following school types:

- Elementary School (Grades Two Through Six)
- Middle School (Grades Seven and Eight)
- High School (Grades Nine Through Twelve)

Each example also shows how the content area weights are calculated for the example school (Column G on pages 30 through 32). The same method will be used to calculate the 2007 Growth API reports, which will be released in August 2007.

**Calculation spreadsheets in the format of the examples on pages 30 through 32 are provided on the CDE Web site at <http://www.cde.ca.gov/api> to allow users to input their own data.** The calculation spreadsheets provide a way for users to estimate the calculation of an API. The CDE, however, does not use the calculation spreadsheets to compute the APIs for schools and LEAs. Instead, the Fortran and SAS statistical programs are used by the CDE to compute APIs and ranks for schools and LEAs.



The API is calculated by following seven basic steps:

1. Apply calculation rules to student test results to determine what valid scores are used in the calculations (pages 60 through 65). Enter the valid scores in the appropriate boxes by content area and performance level under “Part I – School Test Data.”

**Note: When using the calculation spreadsheets on the Web site (described on the previous page), the user only needs to do this first step. The remaining steps in the API calculation are completed automatically to produce an API.**

2. Determine the total the number of valid scores for each content area and test type under Part I.
3. Enter the total valid scores from Part I into the rows under Column C of “Part II – API Calculation” and sum those values.
4. Multiply the fixed test weights (Column A) by the valid scores (Column C) and sum those values (Column D).
5. Using the data from Part I, multiply each Performance Level Weighting Factor by the number of valid scores for each content area and test type and sum those values (Column E). The chart below shows how the result of 284,975 for CST/CAPA in English-language arts (ELA) is determined under Column E for the elementary school example shown on page 30:

Performance Level Weighting Factors (fixed)	ELA Valid Scores	ELA Performance Level Weighting Factors x Valid Scores
1000	110	110,000
875	93	81,375
700	79	55,300
500	63	31,500
200	34	6,800
<b>Total</b>	<b>379</b>	<b>284,975</b>
(This sum is displayed under Column E, row 1 “CST/CAPA in ELA.”)		

6. Multiply the fixed test weights (Column A) by results in Column E and sum those values (Column F).
7. Divide the sum of Column F by sum of Column D and add the SCF to produce the school’s API (Column J).



# Example of 2006 Base API for an Elementary School (Grades Two Through Six)

Step 1

## Part I - School Test Data

California Standards Test (CST) and California Alternate Performance Assessment (CAPA)					California Achievement Test, Sixth Edition Survey (CAT/6) (Grade 3 Only)				
Performance Level Weighting Factor (fixed)	Performance Level	Number of Valid Scores by Content Area			Performance Band - National Percentile Rank (NPR)	Number of Valid Scores by Content Area			
		English- Language Arts (ELA)	Mathematics	Science (Grade 5 Only)		Reading	Language	Spelling	
1000	5 : Advanced	110	94	31	5 : 80-99th NPR	17	16	20	12
875	4 : Proficient	93	112	22	4 : 60-79th NPR	15	14	10	13
700	3 : Basic	79	76	15	3 : 40-59th NPR	12	15	14	15
500	2 : Below Basic	63	49	13	2 : 20-39th NPR	8	8	12	9
200	1 : Far Below Basic	34	48	10	1 : 1-19th NPR	6	5	2	2
Total Valid Scores		379	379	91		58	58	58	58

Step 2

## Part II - API Calculation

A	B	C	D	E	F	G	H	I	J
Test Weight (fixed)	Content Area (from Part I)	Valid Scores (from Part I)	Total Weight A x C	Sum of Performance Level Weighting Factors x Valid Scores (from Part I)	Test Weight x Scores A x E	School Content Area Weights D ÷ Sum of D	Sum of F ÷ Sum of D	Scale Calibration Factor (fixed)	API Score
0.48	CST/CAPA in ELA	379	181.92	284975	136788.00	54.631%			
0.32	CST/CAPA in Mathematics	379	121.28	279300	89376.00	36.420%			
0.20	CST in Science	91	18.20	69250	13850.00	5.465%			
0.06	CAT/6 in Reading	58	3.48	43725	2623.50	1.045%			
0.03	CAT/6 in Language	58	1.74	43750	1312.50	0.523%			
0.03	CAT/6 in Spelling	58	1.74	44950	1348.50	0.523%			
0.08	CAT/6 in Mathematics	58	4.64	40175	3214.00	1.393%			
Total Values		1081	333.00	806125	248512.50	100.000%	746.28	28.30	779

Step 7

# Example of 2006 Base API for a Middle School (Grades Seven and Eight)

## Part I - School Test Data

California Standards Test (CST) and California Alternate Performance Assessment (CAPA)									
Performance Level Weighting Factor (fixed)	Performance Level	Number of Valid Scores by Content Area					Total Valid Scores		
		English- Language Arts (ELA)	Math	Math 200 Pts. Assignment (Grade 8 Only) <sup>1</sup>	History- Social Science (Grade 8 Only)	Science (Grade 8 Only)			
1000	5 : Advanced	2	5	N/A	0	4	Total Valid Scores		
875	4 : Proficient	7	7	N/A	2	1			
700	3 : Basic	9	11	N/A	4	6			
500	2 : Below Basic	16	19	N/A	7	8			
200	1 : Far Below Basic	23	11	4	14	9			
		57	53	4	27	28			

California Achievement Test, Sixth Edition Survey (CAT/6) (Grade 7 Only)						
Performance Level Weighting Factor (fixed)	Performance Band - National Percentile Rank (NPR)	Number of Valid Scores by Content Area				Mathematics
		Reading	Language	Spelling		
1000	5 : 80-99th NPR	1	2	4	2	
875	4 : 60-79th NPR	5	5	2	4	
700	3 : 40-59th NPR	3	5	5	5	
500	2 : 20-39th NPR	6	6	9	7	
200	1 : 1-19th NPR	15	12	10	12	
Total Valid Scores		30	30	30	30	

## Part II - API Calculation

A	B	C	D	E	F	G	H	I	J
Test Weight (fixed)	Content Area (from Part I)	Valid Score (from Part I)	Total Weight A x C	Sum of Performance Level Weighting Factor x Valid Score (from Part I)	Test Weight x Score A x E	School Content Area Weight D + Sum of D	Sum of F ÷ Sum of D	Scale Calibration Factor (fixed)	API Score
0.48	CST/CAPA in ELA	57	27.36	27025	12972.00	44.329%			
0.32	CST/CAPA in Mathematics	53	16.96	30525	9768.00	27.479%			
0.10	CST in Math 200 Assignment <sup>1</sup>	4	0.40	800	80.00	0.648%			
0.20	CST in History	27	5.40	10850	2170.00	8.749%			
0.20	CST in Science	28	5.60	14875	2975.00	9.073%			
0.06	CAT/6 in Reading	30	1.80	13475	808.50	2.916%			
0.03	CAT/6 in Language	30	0.90	15275	458.25	1.458%			
0.03	CAT/6 in Spelling	30	0.90	15750	472.50	1.458%			
0.08	CAT/6 in Mathematics	30	2.40	14900	1192.00	3.889%			
<b>Total Values</b>		<b>289</b>	<b>61.72</b>	<b>143475</b>	<b>30896.25</b>	<b>100.000%</b>	<b>500.59</b>	<b>40.83</b>	<b>541*</b>

<sup>1</sup> If student did not take test, then student record is assigned 200 points in API calculation.

\* This API shows an asterisk because it is calculated for a small school defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

# Example of 2006 Base API for a High School (Grades Nine Through Eleven)

## Part I - School Test Data

California Standards Test (CST) and California Alternate Performance Assessment (CAPA)									
Performance Level Weighting Factor (fixed)	Performance Level	Number of Valid Scores by Content Area							
		English- Language Arts (ELA)	Mathematics	Math 200 Pts. Assignment <sup>1</sup>	Science (End-of-Course Tests)	Science 200 Pts. Assignment <sup>1</sup>	History- Social Science (Grades 10-11 Only)	Life Science (Grade 10 Only)	
1000	5 : Advanced	503	650	N/A	440	N/A	366	131	
875	4 : Proficient	449	446	N/A	376	N/A	344	148	
700	3 : Basic	305	279	N/A	198	N/A	215	92	
500	2 : Below Basic	170	121	N/A	60	N/A	67	87	
200	1 : Far Below Basic	137	56	12	83	25	35	74	
<b>Total Valid Scores</b>		<b>1564</b>	<b>1552</b>	<b>12</b>	<b>1157</b>	<b>25</b>	<b>1027</b>	<b>532</b>	

California High School Exit Examination (CAHSEE)			
Performance Level Weighting Factor (fixed)	Performance Level	Number of Valid Scores by Content Area	
		English- Language Arts (ELA)	Mathematics
1000	Pass	509	514
		N/A	N/A
		N/A	N/A
		N/A	N/A
200	No Pass	23	17
<b>Total Valid Scores</b>		<b>532</b>	<b>531</b>

## Part II - API Calculation

A	B	C	D	E	F	G	H	I	J
Test Weight (fixed)	Content Area (from Part I)	Valid Score (from Part I)	Total Weight A x C	Sum of Performance Level Weighting Factor x Valid Score (from Part I)	Test Weight x Score A x E	School Content Area Weight D ÷ Sum of D	Sum of F ÷ Sum of D	Scale Calibration Factor (fixed)	API Score
0.30	CST/CAPA in ELA	1564	469.20	1221775	366532.50	28.525%			
0.20	CST/CAPA in Mathematics	1552	310.40	1307250	261450.00	18.870%			
0.10	CSE in Math 200 Assignment <sup>1</sup>	12	1.20	2400	240.00	0.073%			
0.22	CST in Science	1157	254.54	954200	209924.00	15.474%			
0.05	CST in Science 200 Assignment	25	1.25	5000	250.00	0.076%			
0.23	CST in History	1027	236.21	858000	197340.00	14.360%			
0.10	CST in Life Science	532	53.20	383200	38320.00	3.234%			
0.30	CAHSEE ELA	532	159.60	513600	154080.00	9.703%			
0.30	CAHSEE Math	531	159.30	517400	155220.00	9.684%			
<b>Total Values</b>		<b>6932</b>	<b>1644.90</b>	<b>5762825</b>	<b>1383356.50</b>	<b>100.000%</b>	<b>841.00</b>	<b>16.90</b>	<b>858</b>

<sup>1</sup> If a student did not take test, then student record is assigned 200 points in API calculation.

## School API Content Area Weights for the Most Common Grade Spans

This table shows the school level API content area weights for common grade spans, assuming there are an equal number of valid scores at each grade level and no missing data. If some students at a school do not take one or more tests, the indicator weights would be slightly different than those shown below.

Content Area	Grade Span											
	K-2	K-3	K-4	K-5	K-6	6-8	7-8	K-8	9-12	10-12	K-12	7-12
CST/CAPA in ELA, Gr. 2-11	60.0%	53.3%	55.4%	53.3%	54.5%	48.0%	43.6%	50.9%	28.8%	24.3%	43.8%	34.9%
CST/CAPA in Mathematics, Gr. 2-11	40.0%	35.6%	36.9%	35.6%	36.4%	32.0%	29.1%	34.0%	18.0%	14.9%	28.8%	22.6%
CST in Science, Gr. 9-11 EOC and 5, 8, 10 NCLB				5.6%	4.5%	6.7%	9.1%	6.1%	19.3%	17.8%	10.3%	15.1%
CST in HSS, Gr. 8, 10-11						6.7%	9.1%	3.0%	14.7%	18.6%	6.8%	12.4%
CAT/6 Survey Reading, Gr. 3 and 7		3.3%	2.3%	1.7%	1.4%	2.0%	2.7%	1.8%			1.2%	1.1%
CAT/6 Survey Language, Gr. 3 and 7		1.7%	1.2%	0.8%	0.7%	1.0%	1.4%	0.9%			0.6%	0.6%
CAT/6 Survey Spelling, Gr. 3 and 7		1.7%	1.2%	0.8%	0.7%	1.0%	1.4%	0.9%			0.6%	0.6%
CAT/6 Survey Mathematics, Gr. 3 and 7		4.4%	3.0%	2.2%	1.8%	2.6%	3.6%	2.4%			1.7%	1.5%
CAHSEE ELA, Gr. 10-12									9.6%	12.2%	3.1%	5.6%
CAHSEE Mathematics, Gr. 10-12									9.6%	12.2%	3.1%	5.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

CST = California Standards Test, CAPA = California Alternate Performance Assessment, ELA = English-language arts, EOC = end-of-course tests, NCLB = No Child Left Behind, HSS = history-social science  
 CAT/6 Survey = California Achievement Test, Sixth Edition Survey, CAHSEE = California High School Exit Examination

**Note: Boxes show the most common grade spans statewide.**

CST in Science, grade 10 NCLB, refers to the CST in Life Science. Examples assume there are equal numbers of students at each grade level, no missing data, and the average percentage of students taking mathematics and science at each grade level. Examples are adjusted for including the assignment of 200 policy in mathematics, grades eight through eleven, and in science, grades nine through eleven, but at lower weights.

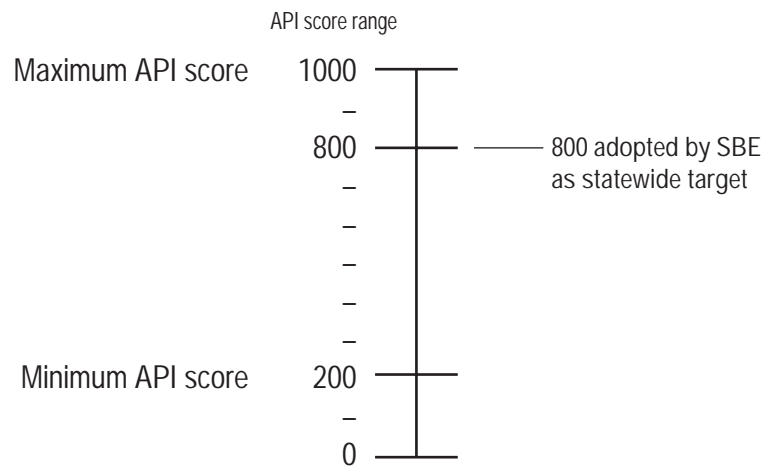
# What Are API Targets?

Growth targets are established for each school as a whole and for each numerically significant subgroup in the school. An Academic Performance Index (API) score of 800 is the statewide performance target.

## Statewide API Performance Target

The State Board of Education (SBE) is responsible for establishing an API statewide performance target. The SBE has established an API score of 800 as the target to which all schools should aspire.

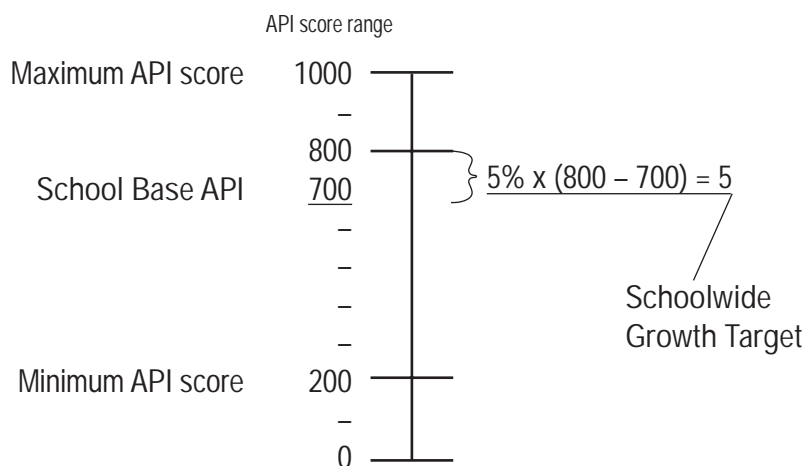
### Example of Statewide API Performance Target of 800



## Annual API Growth Target

The annual API growth target is defined as 5 percent of the difference between the school's Base API and the statewide performance target.

### Example of API Growth Target (5 Percent Difference Between School Base API and Statewide Target)



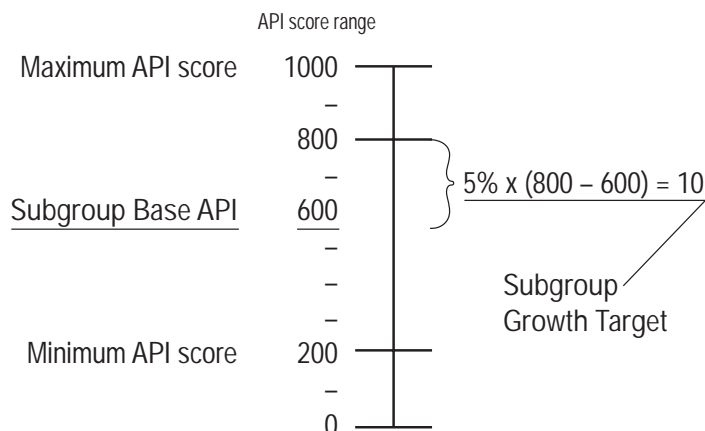
In May 2006, the SBE set a new minimum schoolwide growth target. Beginning with the 2006 Base API, the minimum schoolwide API growth target is at least five points until the school API approaches 800. Schools with a Base API of 800 or above must maintain an API at 800 or above. (For a detailed definition of growth targets, see “Schoolwide and Subgroup Growth Target Requirements” on page 37.) Growth targets are rounded to the nearest whole number. API growth targets under state requirements are different from targets for meeting federal Adequate Yearly Progress (AYP) requirements.

## Comparable Improvement (Subgroups)

To meet all state API growth target requirements, each numerically significant subgroup in a school must “demonstrate comparable improvement” in meeting API targets. The law is silent on exactly what comparable improvement in the API means. The SBE defines this concept as applying to ethnic/racial, socioeconomically disadvantaged, English learner, and students with disabilities subgroups.

In May 2006, the SBE adopted a new definition of subgroup growth targets and a new minimum growth target for subgroups. API growth targets are now calculated separately for each numerically significant subgroup and set at 5 percent of the difference between the subgroup's Base API and 800. The minimum subgroup API growth target is now a minimum of five points until the subgroup API approaches 800. (Also see “Schoolwide and Subgroup Growth Target Requirements” on page 37.) Growth targets are rounded to the nearest whole number.

### Example of API Subgroup Growth Target (5 Percent Difference Between Subgroup Base API and Statewide Target)



### Definitions of Subgroups Used in the 2006 Base API Reports

A "numerically significant subgroup" for the API is defined as:*	<ul style="list-style-type: none"> <li>■ 100 or more students with valid Standardized Testing and Reporting (STAR) Program scores*</li> <li>OR</li> <li>■ 50 or more students with valid STAR Program scores who make up at least 15 percent of the total valid STAR Program scores*</li> </ul>
A subgroup used in API calculations includes:	<ul style="list-style-type: none"> <li>■ African American (not of Hispanic origin)</li> <li>■ American Indian or Alaska Native</li> <li>■ Asian</li> <li>■ Filipino</li> <li>■ Hispanic or Latino</li> <li>■ Pacific Islander</li> <li>■ White (not of Hispanic origin)</li> <li>■ Socioeconomically Disadvantaged</li> <li>■ English Learners</li> <li>■ Students with Disabilities</li> </ul>
"Socioeconomically Disadvantaged" is defined as:	<ul style="list-style-type: none"> <li>■ A student whose parents both have not received a high school diploma</li> <li>OR</li> <li>■ A student who participates in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP)</li> </ul>
"English Learner" is defined as:	<ul style="list-style-type: none"> <li>■ English learner (EL)</li> <li>OR</li> <li>■ Reclassified fluent-English-proficient (RFEP) student who has not scored at the proficient level or above on the California Standards Test (CST) in English-language arts (ELA) for three years after being reclassified*</li> </ul>
"Student with Disabilities" is defined as:	A student who receives special education services and has a valid disability code

\* RFEPs are not counted in determining numerical significance for the EL subgroup (see page 37).  
The data in the table above are based on the results of the spring STAR Program administration student answer document.

## English Learners First Enrolled in U.S. Schools

Beginning with the 2006 Base API Report, the results of English learners (ELs) who were first enrolled in United States (U.S.) schools for less than a year will not be included in the API count of valid scores or in a school's or LEA's API. (For the 2006 Base API Report, any EL with an enrolled date after March 15, 2005, will be considered as enrolled in a U.S. school less than a year at STAR Program or CAHSEE testing.) This new API exclusion rule for ELs matches the exclusion rule used in calculating percent proficient for Adequate Yearly Progress (AYP) under No Child Left Behind (NCLB) Act of 2001 requirements. (These students, however, are not excluded from the AYP participation rate.)

## Reclassified Fluent-English-Proficient

In calculating the API for the EL subgroup for a school or LEA, reclassified fluent-English-proficient (RFEP) students who have not scored proficient or above on the CST in ELA for three years since reclassification are included in the subgroup API. RFEP students, however, are not counted when determining whether the EL subgroup meets the minimum subgroup size to be numerically significant. This rule matches the rule used in AYP calculations.

## Schoolwide and Subgroup Growth Target Requirements

### Meeting the Schoolwide or Subgroup Growth Target

- If the school's (or subgroup's) Base API is between 200 and 690 (Column A), the growth target is 5 percent of the difference between the school's (or subgroup's) Base API and the statewide performance target of 800.
- If the school's (or subgroup's) Base API is between 691 and 795 (Column B), the growth target is a gain of five points.
- If the school's (or subgroup's) Base API is between 796 and 799 (Column C), the growth target is the following:
  - API of 796 – a gain of four points
  - API of 797 – a gain of three points
  - API of 798 – a gain of two points
  - API of 799 – a gain of one point
- If the school's (or subgroup's) Base API is 800 or more (Column D), the school (or subgroup) must maintain an API of at least 800.

	Schoolwide or Subgroup Base API			
	200 to 690	691 to 795	796 to 799	800 or more
	A	B	C	D
Schoolwide or Subgroup Growth Target:	5% difference between Base API and 800	5-point gain	796 4-point gain 797 3-point gain 798 2-point gain 799 1-point gain	Maintain 800 or more



# What Are API Ranks?

Academic Performance Index (API) decile ranks are reported in the Base API reports but are not reported in the Growth API reports. This section summarizes how API ranks are calculated.

Most schools receiving a Base API are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest). A school's Base API is used to determine a rank compared to schools statewide and to schools with similar demographic characteristics. All local educational agencies (LEAs), special education centers, and those schools in the Alternative Schools Accountability Model (ASAM) receive APIs but do not receive ranks. Small schools having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program scores receive a statewide rank with an asterisk only. The asterisk denotes the greater statistical uncertainty of a rank based on small numbers of student results. These small schools are not included in calculating ranks for non-small schools but receive statewide ranks with an asterisk to indicate the rank into which their APIs would have fallen if they had been included in the ranking system. Schools with asterisked APIs do not receive similar schools ranks.

Schools' API scores are ranked separately within school type: elementary, middle, and high school. For each of the three categories, schools' API scores (except small schools) are first sorted from lowest to highest statewide and then divided into ten equal groups (or deciles) ranked from lowest (one) to highest (ten). This first process produces the statewide ranks. A second decile ranking compares each school's API score to those of 100 other schools that have "similar demographic characteristics." This second process produces the similar schools ranks.

## Statewide API Ranks Compared with Similar Schools API Ranks

Statewide Ranks	Similar Schools Ranks
<ul style="list-style-type: none"> <li>■ Calculated separately by school type (elementary, middle, high school)</li> <li>■ School's API compared to all other schools in the state of the same type</li> </ul>	<ul style="list-style-type: none"> <li>■ Calculated separately by school type (elementary, middle, high school)</li> <li>■ School's API compared to 100 other schools with similar demographic characteristics</li> </ul>

## School Type for API Purposes

*California Education Code* Section 52056(a) requires that the API statewide ranking and similar schools ranking include three categories: elementary, middle, and high.

As a result, school type designations impact the calculations of the decile rankings in the Base API Report. They do not impact the calculation of a school's API score (for the Base or the Growth) since that is determined according to test weights rather than school type.

In 2001, specific definitions for school type were developed by the California Department of Education (CDE) according to a school's grade span and, for certain schools, according to the distribution of a school's enrollment. Since that time, the same criteria have been applied to the school type definitions for each API reporting cycle. These criteria changed slightly for the 2004–05 API reporting cycle, beginning with the 2004 Base API.

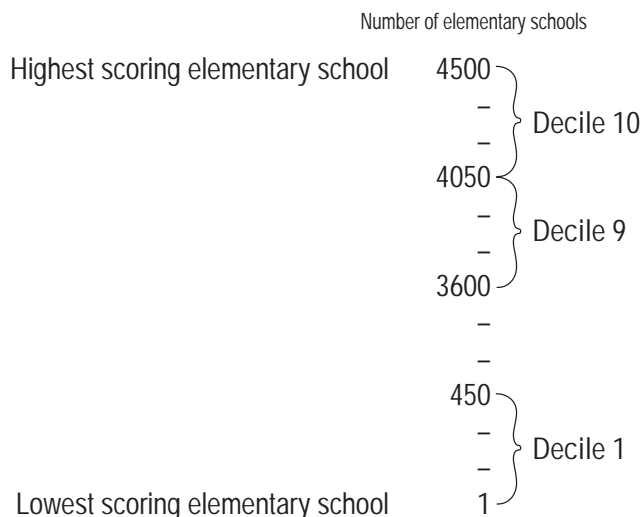
Beginning with the 2004 Base API, the CDE aligned definitions to meet the school type purposes for both the API and the county-district-school (CDS) code, commonly referred to as the "school ownership code." Since that time, the school type definitions for API purposes have remained constant.

The school type definitions for the 2006–07 API reporting cycle are the same as those used for the 2005–06 API reporting cycle, posted on the API Web site at <http://www.cde.ca.gov/ta/ac/ap/api0506.asp> under the heading of "Criteria for School Type Definitions." Specific questions about CDS code definitions should be addressed to [cdsadmin@cde.ca.gov](mailto:cdsadmin@cde.ca.gov).

## Statewide Decile Rank

A statewide rank shows a school's relative API placement statewide. It is a quick way of recognizing where a school's API fits in a statewide distribution of API scores of schools of the same type. The distribution is the ranked APIs divided into ten equal groups (or deciles). In the following example, there are a total of 4,500 elementary school APIs, and 450 elementary school APIs are in each decile. An elementary school ranked in decile 10 would have an API that is in the top 10 percent of elementary school APIs in the state.

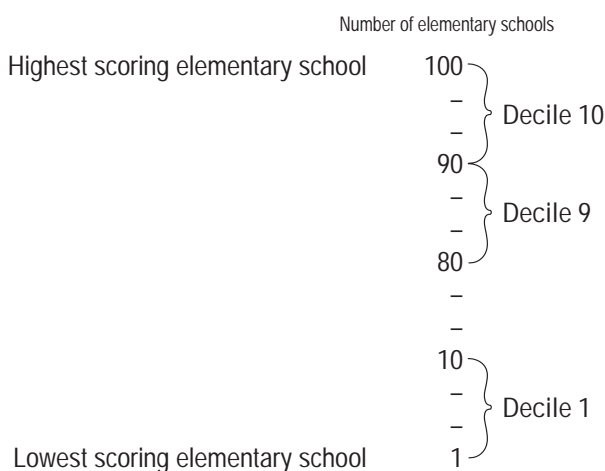
### Example of Statewide Decile Ranking



## Similar Schools Decile Rank

A similar schools rank is like the statewide rank except that the distribution is smaller because it only includes 100 schools. A similar schools rank shows a school's relative placement compared to 100 other schools with similar opportunities and challenges. The 100 similar schools are selected based on several key demographic characteristics. In the example below, there are a total of 100 elementary schools, and 10 elementary schools are in each decile. An elementary school with a similar schools rank of 10 would have an API that is in the top 10 percent of 100 other elementary schools with similar characteristics.

### Example of Similar Schools Decile Ranking



Several steps are used to calculate the similar schools ranks. After schools are divided into grade level categories (elementary, middle, and high), the School Characteristics Index (SCI) is calculated for each school using a statistical regression model procedure. The SCI is a numerical score calculated as a composite of the school's demographic characteristics. Next, a comparison group of 100 similar schools are formed, based on similar SCIs. Finally, the similar schools rank for a school is calculated. The Base APIs of the school and its 100 similar schools are sorted from lowest to highest and then divided into ten equal groups (or deciles) ranked from lowest (one) to highest (ten). The school's rank is the decile between one and ten where its API score occurs compared with the APIs of the 100 other similar schools in the comparison group. This process is completed for each school, and each school has its own unique similar schools comparison group and similar schools rank.

The SCI is the API adjusted by the demographic characteristics of a school. It is calculated through a statistical procedure that produces a single index based on all of the factors included. Schools with SCIs that are close in numerical value tend to face similar educational challenges and opportunities and are considered similar for API similar schools ranks purposes. Nevertheless, SCIs are calculated using many demographic characteristics. Even if schools appear quite similar in some characteristics, they may differ with respect to others. Small differences in two schools' demographic characteristics

can result in different SCIs and, therefore, in different groups of similar schools. Two schools' ranks may differ if one school's comparison group has a different range of API scores than the other school's comparison group.

From these calculations, the similar schools rank shows where a school ranks academically on a scale of one to ten compared with 100 other schools with similar demographic characteristics. California public schools serve students with many different backgrounds and needs. As a result, schools face different educational challenges. The similar schools ranks allow schools to look at their academic performance compared to other schools with some of the same opportunities and challenges.

## Similar Schools Demographic Characteristics Definitions

The following demographic characteristics are required by the Public Schools Accountability Act (PSAA) of 1999:

Characteristic Mandated in PSAA	Operational Definition	Data Source
Pupil mobility	<ul style="list-style-type: none"> <li>■ Pupil mobility is defined as the percentage of students who were counted as part of the school or LEA enrollment on the October 2005 California Basic Educational Data System (CBEDS) data collection and who have been continuously enrolled since that date.</li> </ul>	2006 Standardized Testing and Reporting (STAR) Program answer document
Pupil ethnicity (7 variables)	<p>Percentage of students in the school in each ethnic category.</p> <ul style="list-style-type: none"> <li>■ African American (not of Hispanic origin)</li> <li>■ American Indian or Alaska Native</li> <li>■ Asian</li> <li>■ Filipino</li> <li>■ Hispanic or Latino</li> <li>■ Pacific Islander</li> <li>■ White (not of Hispanic origin)</li> </ul> <p>Percentages for ethnic/racial categories may not total 100 due to responses of "Other," "Multiple," or "Decline to State" and rounding.</p>	2006 STAR Program answer document
Pupil socioeconomic status (2 variables)	<p>Average of all parent educational level responses for the school where the following scale is used:</p> <p>"1" = "Not high school graduate"</p> <p>"2" = "High school graduate"</p> <p>"3" = "Some college"</p> <p>"4" = "College graduate"</p> <p>"5" = "Graduate school/post graduate training"</p> <p>Percentage of students in the school who participated in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP)</p>	2006 STAR Program answer document

Characteristic Mandated in PSAA	Operational Definition	Data Source
Percentage of teachers who are fully credentialed	Percentage of teachers who are fully credentialed in the school	October 2005 CBEDS Professional Assignment Information Form
Percentage of teachers who hold emergency credentials	Percentage of teachers who hold emergency permits in the school	October 2005 CBEDS Professional Assignment Information Form
Percentage of pupils who are English learners	Percentage of students in the school who are classified as English learners	2006 STAR Program answer document
Average class size per grade level	Average class size at the school for each grade level category, as applicable: <ul style="list-style-type: none"> <li>■ K-3</li> <li>■ 4-6</li> <li>■ Core academic courses in departmentalized programs</li> </ul>	October 2005 CBEDS Professional Assignment Information Form
Whether the school operates a multi-track year-round educational program (MTYRE)	The school is categorized as follows: "0" = "Does not operate a MTYRE program" or "1" = "Operates a MTYRE program"	October 2005 CBEDS School Information Form

Characteristic Added January 2006	Operational Definition	Data Source
<ul style="list-style-type: none"> <li>■ Percentage of grade span enrollments (3 or 4 variables)</li> </ul>	Percentage of the following:  Elementary Schools <ul style="list-style-type: none"> <li>■ Grade 2 enrollment</li> <li>■ Grade 6 enrollment</li> <li>■ Grades 7 and 8 enrollment</li> <li>■ Grades 9-11 enrollment</li> </ul> Middle Schools <ul style="list-style-type: none"> <li>■ Grades 2-5 enrollment</li> <li>■ Grade 6 enrollment</li> <li>■ Grades 9-11 enrollment</li> </ul> High Schools <ul style="list-style-type: none"> <li>■ Grades 2-5 enrollment</li> <li>■ Grade 6 enrollment</li> <li>■ Grades 7 and 8 enrollment</li> </ul>	2006 STAR Program answer document

Characteristic Added January 2006	Operational Definition	Data Source
■ Percentage of students in gifted and talented education (GATE) program	Student participation in specially funded GATE program	2006 STAR Program answer document
■ Percentage of students with disabilities	Students with a valid disability code	2006 STAR Program answer document
■ Percentage of reclassified fluent-English-proficient (RFEP) students	Student's English proficiency shown as RFEP	2006 STAR Program answer document
■ Percentage of migrant education students	Student participation in specially funded migrant education program	2006 STAR Program answer document

## General Description of Similar Schools Rankings

Rank	General Description
	This school's API is:
9 or 10	Well-above average for elementary, middle, or high schools with similar characteristics
7 or 8	Above average for elementary, middle, or high schools with similar characteristics
5 or 6	About average for elementary, middle, or high schools with similar characteristics
3 or 4	Below average for elementary, middle, or high schools with similar characteristics
1 or 2	Well-below average for elementary, middle, or high schools with similar characteristics

More information about similar schools ranks is provided in the "Overview of California's 2006 Similar Schools Ranks Based on the Academic Performance Index" at <http://www.cde.ca.gov/ta/api/> and in *Construction of California's 1999 School Characteristics Index and Similar Schools* at <http://www.cde.ca.gov/ta/ac/ap/researchreports.asp>.

# Sample Internet Reports for the 2006 Base API

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## **List of Schools**

Local Educational Agency (LEA) List of Schools

## **LEA Report—Unified School District**

Accountability Progress Reporting (APR) Summary

Base Academic Performance Index (API)

API Demographic Characteristics

API Content Area Weights

## **School Report—Elementary School**

APR Summary

Base API, Ranks, and Targets

API Demographic Characteristics

API Content Area Weights

API Similar Schools Report

## **School Report—Alternative Schools Accountability Model (ASAM) Middle School**

APR Summary

Base API

API Demographic Characteristics

API Content Area Weights

# Sample Internet Reports

## Local Educational Agency (LEA) List of Schools

### 2006–07 Accountability Progress Reporting (APR)



#### Local Educational Agency (LEA) List of Schools

2006 Base Academic Performance Index (API) Report

California Department of Education  
Policy and Evaluation Division  
March 13, 2007

LEA: Polaris Unified  
LEA Type: Unified  
County: Orion  
CD Code: 98-98765

2006 Base API Links:

[APR LEA Summary](#)

[API LEA Report](#)

[API County List of Schools](#)

(An LEA is a school district or county office of education.)

			Ranks		Targets	
	Number of Students Included in the 2006 API	2006 API Base	2006 Statewide Rank	2006 Similar Schools Rank	2006–07 Growth Target	2007 API Target
<b><u>Polaris Unified</u></b>	3,074	640	B	B	B	B
<b><u>Elementary Schools</u></b>						
<u>Big Dipper Elementary</u>	379	777	7	6	5	782
<u>Cassiopeia Elementary</u>	245	659	5	4	7	666
<u>Jupiter Elementary</u>	215	828	9	8	A	A
<b><u>Middle Schools</u></b>						
<u>Mercury Middle</u>	522	572	3	1	11	583
<u>Milky Way Middle</u>	398	645	5	3	8	653
<b><u>High Schools</u></b>						
<u>North Star High</u>	1,025	873	10	9	A	A
<u>Star City (Independent Study)</u>						
<b><u>Small Schools</u></b>						
<u>Little Dipper Elementary</u>	59	722*	6*	N/A	5	727
<b><u>ASAM Schools</u></b>						
<u>Pluto Middle</u>	57	537*	B*	B	B	B

Click on column header to view notes.

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school or small LEA, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

"A" means the school scored at or above the statewide performance target of 800 in 2006.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar school ranks are not applicable to special education schools.

"I" means the school has some invalid data, and the California Department of Education cannot calculate a valid similar schools rank for this school.

Missing schools - some schools in the LEA may not appear on this list because APIs were not generated for them. Very small schools (fewer than 11 non-mobile students with STAR Program test scores) and schools that had no STAR Program test results in 2006 will not receive a 2006 Base API Report.

Data file: [Download a data file](#) containing the information displayed above.

This example shows the LEA list of schools for a school district. A list of schools for each county also is available in a similar format.



# Sample Internet Reports

## LEA Summary—Unified School District

### 2006–07 Accountability Progress Reporting (APR)



#### Local Educational Agency (LEA) Summary

2005–06 APR

California Department of Education  
Policy and Evaluation Division  
March 13, 2007

LEA: Polaris Unified  
LEA Type: Unified  
County: Orion  
CD Code: 98-98765

2006 Base API Links:

[API LEA List of Schools](#)

[API County List of Schools](#)

(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide
These reports will be available August 31, 2007.								

2006 Base API	2007 Growth API	Growth in the API from 2006 to 2007
640	August 31, 2007	August 31, 2007

API growth target information is not applicable to LEAs, to schools in the Alternative Schools Accountability Model (ASAM), or to schools that do not have a valid 2006 Base API.

### Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Available August 31, 2007

	English-Language Arts	Mathematics
<b>Met AYP Criteria</b>		
Participation Rate	August 31, 2007	August 31, 2007
Percent Proficient	August 31, 2007	August 31, 2007
API - Additional Indicator for AYP	August 31, 2007	
Graduation Rate	August 31, 2007	
<b>Program Improvement (PI)</b>		
PI Status:	August 31, 2007	

This example shows the LEA summary for a school district. LEA summaries for some county offices of education also are available in a similar format.

# Sample Internet Reports

## LEA Base API—Unified School District

### 2006–07 Accountability Progress Reporting (APR)



#### Local Educational Agency (LEA) Report - Base API

2006 Base Academic Performance Index (API) Report

LEA: Polaris Unified  
LEA Type: Unified  
County: Orion  
CD Code: 98-98765

California Department of Education  
Policy and Evaluation Division  
March 13, 2007

2006 Base API Links:

<a href="#">LEA Demographic Characteristics</a>
<a href="#">LEA Content Area Weightss</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide
These reports will be available August 31, 2007.								

### State Accountability: Academic Performance Index (API)

Number of Students Included in the 2006 API	3,074
2006 Base API	640

Subgroups	Number of Pupils Included in 2006 API	Numerically Significant	2006 Subgroup Base API
<b>Ethnic/Racial</b>			
African American (not of Hispanic origin)	562	Yes	580
American Indian or Alaska Native	20	No	
Asian	157	Yes	651
Filipino	114	Yes	628
Hispanic or Latino	1,125	Yes	593
Pacific Islander	27	No	
White (not of Hispanic origin)	1,639	Yes	631
<b>Socioeconomically Disadvantaged</b>	1,457	Yes	528
<b>English Learners</b>	812	Yes	602
<b>Students with Disabilities</b>	210	Yes	495

Click on the column header to view notes.

Note: Data are reported only for numerically significant subgroups. Subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API OR (2) comprises at least 15 percent of the total valid STAR Program scores and contains at least 50 students with valid STAR Program scores.

Student records from direct-funded charter schools are not included in the LEA report.

"N/A" means a number is not applicable or not available due to missing data.

" \* " means this API is calculated for a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

LEAs do not have API growth targets.

This example shows the LEA report for a school district. LEA reports for some county offices of education also are available in a similar format.

# Sample Internet Reports

## LEA Demographic Characteristics—Unified School District

### 2006–07 Accountability Progress Reporting (APR)



#### Local Educational Agency (LEA) Demographic Characteristics

2006 Base Academic Performance Index (API) Report

California Department of Education  
Policy and Evaluation Division  
March 13, 2007

LEA: Polaris Unified  
LEA Type: Unified  
County: Orion  
CD Code: 98-98765

2006 Base API Links:

<a href="#">LEA Report - Base API</a>
<a href="#">LEA Content Area Weightss</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide
				These reports will be available August 31, 2007.				

### State Accountability: Academic Performance Index (API)

#### LEA Demographic Characteristics

These data are from the October 2005 California Basic Educational Data System (CBEDS) data collection and the 2006 Standardized Testing and Reporting (STAR) Program student answer document.

<u>Ethnic/Racial (STAR)</u>	<u>Percent</u>	<u>Enrollments* (STAR)</u>	<u>Percent</u>
African American (not of Hispanic origin)	15	Grade 2	13
American Indian or Alaska Native	1	Grades 3-5	30
Asian	4	Grade 6	9
Filipino	3	Grades 7-8	20
Hispanic or Latino	30	Grades 9-11	27
Pacific Islander	1	<i>* This is a percentage of all enrollments in grades 2-11.</i>	
White (not of Hispanic origin)	44	<u>Parent Education Level (STAR)</u>	
<i>These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.</i>		Percent with a response*	93
<u>Participants in Free or</u>		Of those with a response:	
<u>Reduced-Price Lunch (STAR)</u>	30	Not a high school graduate	30
<u>Participants in Gifted and Talented Education Program (STAR)</u>	23	High school graduate	29
<u>Participants in Migrant Education Program (STAR)</u>	27	Some college	22
<u>English Learners (STAR)</u>	22	College graduate	10
<u>Reclassified Fluent-English-Proficient</u>		Graduate school	2
<u>(R-FEP) Students (STAR)</u>	8	<i>*This number is the percentage of student answer documents with stated parent education level information.</i>	
<u>Students with Disabilities (STAR)</u>	5	<u>Average Parent Education Level (STAR)</u>	<u>Average</u>
<u>Mobility</u>		The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."	2.56
School, CBEDS Date (STAR)	97	<u>Average Class Size (CBEDS)</u>	
LEA, CBEDS Date (STAR)	99	Grades	
<i>These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2005 CBEDS data collection and who have been continuously enrolled since that date.</i>		K-3	21
<u>Fully Credentialed Teachers (CBEDS)</u>	98	4-6	20
<u>Teachers with Emergency Credentials (CBEDS)</u>	0	Core academic courses in departmentalized programs	29
		<u>Enrollment in Grades 2-11 on First Day of Testing (STAR)</u>	<u>Number</u>
		Students Exempted from STAR Testing Per Parent Written Request (STAR)	31
		Number of Students Tested (STAR)	3,762

# Sample Internet Reports

## LEA Content Area Weights—Unified School District

### 2006–07 Accountability Progress Reporting (APR)



#### Local Educational Agency (LEA) Content Area Weights

2006 Base Academic Performance Index (API) Report

LEA: Polaris Unified  
LEA Type: Unified  
County: Orion  
CD Code: 98-98765

California Department of Education  
Policy and Evaluation Division  
March 13, 2007

2006 Base API Links:

<a href="#">LEA Report - Base API</a>
<a href="#">LEA Demographic Characteristics</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide

These reports will be available August 31, 2007.

### State Accountability: Academic Performance Index (API)

Content Areas	Grades 2-8			Grades 9-11			LEA Content Area Weights (C + F) / (Total C + Total F)
	Test Weights	Valid Scores	Weight x Scores	Test Weights	Valid Scores	Weight x Scores	
	A	B	C	D	E	F	
CST in English-Language Arts (ELA)	0.48	2700	1296.00	0.30	1004	301.20	44.5%
CST in Mathematics	0.32	2700	864.00	0.20	1004	200.80	29.7%
CST in Science	0.20	345	69.00	0.22	1004	220.88	8.1%
CST in Life Science	—	—	—	0.10	360	36.00	1.0%
CST in History-Social Science (HSS)	0.20	380	76.00	0.23	654	150.42	6.3%
NRT Reading	0.06	750	45.00	—	—	—	1.3%
NRT Language	0.03	750	22.50	—	—	—	0.6%
NRT Spelling	0.03	750	22.50	—	—	—	0.6%
NRT Mathematics	0.08	750	60.00	—	—	—	1.7%
CAHSEE ELA	—	—	—	0.30	360	108.00	3.0%
CAHSEE Mathematics	—	—	—	0.30	360	108.00	3.0%
Assignment of 200 CST in Mathematics	0.10	2	0.20	0.10	21	2.10	0.1%
Assignment of 200 CST in Science	—	—	—	0.05	53	2.65	0.1%
Total			2455.20			1130.05	100.0%

CST = California Standards Test (California Alternate Performance Assessment [CAPA] results also are included for CST in ELA and CST in Mathematics.)

NRT = Norm-referenced test results from the California Achievement Test, Sixth Edition Survey

CAHSEE = California High School Exit Examination

CST in Science includes grades 5 and 8-11 only.

CST in Life Science includes grade 10 only.

CST in HSS includes grades 8, 10, and 11 only.

NRTs in Reading, Language, Spelling, and Mathematics include grades 3 and 7 only.

CAHSEE ELA and CHASEE Mathematics include grades 10-12 only.

Note on Assignment of 200: This methodology is used to account for students who do not take CSTs in mathematics (grades 8-11) and in science (grades 9-11). In these cases, the student record is assigned the lowest value of 200 points (Far Below Basic) in the school, LEA, or subgroup API calculation.

# Sample Internet Reports

## School Summary—Elementary School

### 2006–07 Accountability Progress Reporting (APR)



#### School Summary 2006–07 APR

California Department of Education  
Policy and Evaluation Division  
March 13, 2007

School: Big Dipper Elementary  
LEA: Polaris Unified  
County: Orion  
CDS Code: 98-98765-9876543  
School Type: Elementary  
Direct Funded Charter School: No

2006 Base API Links:

[API LEA List of Schools](#)

[API County List of Schools](#)

(An LEA is a school district or county office of education.)

2006-07 APR			2006-07 State API			2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide
These reports will be available August 31, 2007.								

### State Accountability: Academic Performance Index (API)

2006 Base API	2007 Growth API	Growth in the API from 2006 to 2007
777	August 31, 2007	August 31, 2007

#### Met 2006-07 API Growth Targets:

Schoolwide	Available August 31, 2007
Comparable Improvement	Available August 31, 2007
Both	Available August 31, 2007

Schools that do not have a valid 2006 Base API will not have any growth or target information.

### Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Available August 31, 2007

	English-Language Arts	Mathematics
<b>Met AYP Criteria</b>		
Participation Rate	August 31, 2007	August 31, 2007
Percent Proficient	August 31, 2007	August 31, 2007
API - Additional Indicator for AYP	August 31, 2007	
Graduation Rate	August 31, 2007	
<b>Program Improvement (PI)</b>		
PI Status:	August 31, 2007	

# Sample Internet Reports

## School Base API, Ranks, and Targets—Elementary School

### 2006–07 Accountability Progress Reporting (APR)



#### School Report - Base API, Ranks, and Targets

2006 Base Academic Performance Index (API) Report

California Department of Education  
Policy and Evaluation Division  
March 13, 2007

School: Big Dipper Elementary  
LEA: Polaris Unified  
County: Orion  
CDS Code: 98-98765-9876543  
School Type: Elementary  
Direct Funded Charter School: No

2006 Base API Links:

[School Demographic Characteristics](#)

[School Content Area Weightss](#)

[Similar Schools Report](#)

[LEA List of Schools](#)

[County List of Schools](#)

(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide
These reports will be available August 31, 2007.								

### State Accountability: Academic Performance Index (API)

Number of Students Included in the 2006 API	2006 Base API	Ranks		Targets	
		2006 Statewide Rank	2006 Similar Schools Rank	2006-07 Growth Target	2007 API Target
379	777	7	6	5	782
Subgroup API					
Subgroups	Number of Students Included in 2006 API	Numerically Significant	2006 Base	2006-07 Growth Target	2007 Target
Ethnic/Racial					
African American (not of Hispanic origin)	11	No			
American Indian or Alaska Native	0	No			
Asian	3	No			
Filipino	2	No			
Hispanic or Latino	137	Yes	714	5	719
Pacific Islander	0	No			
White (not of Hispanic origin)	226	Yes	819	A	A
Socioeconomically Disadvantaged	171	Yes	722	5	727
English Learners	83	Yes	750	5	755
Students with Disabilities	21	No			

Click on the column header to view notes.

Note: Data are reported only for numerically significant subgroups. Subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API OR (2) comprises at least 15 percent of the total valid STAR Program scores and contains at least 50 students with valid STAR Program scores.

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

"B" means the school or subgroup scored at or above the statewide performance target of 800 in 2006.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by *Education Code* Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"I" means the school has some invalid data, and the California Department of Education cannot calculate a valid similar schools rank for this school.

# Sample Internet Reports

## School Demographic Characteristics—Elementary School

### 2006–07 Accountability Progress Reporting (APR)



#### School Demographic Characteristics

2006 Base Academic Performance Index (API) Report

California Department of Education

Policy and Evaluation Division

March 13, 2007

School: Big Dipper Elementary

LEA: Polaris Unified

County: Orion

CDS Code: 98-98765-9876543

School Type: Elementary

Direct Funded Charter School: No

2006 Base API Links:

[School Base API Ranks and Targets](#)

[School Content Area Weight](#)

[Similar Schools Report](#)

[LEA List of Schools](#)

[County List of Schools](#)

(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide
These reports will be available August 31, 2007.								

### State Accountability: Academic Performance Index (API)

#### School Demographic Characteristics

These data are from the October 2005 California Basic Educational Data System (CBEDS) data collection and the 2006 Standardized Testing and Reporting (STAR) Program student answer document.

<u>Ethnic/Racial (STAR)</u>	Percent	<u>Enrollments* (STAR)</u>	Percent
African American (not of Hispanic origin)	3	Grade 2	10
American Indian or Alaska Native	0	Grades 3-5	48
Asian	2	Grade 6	23
Filipino	1	Grades 7-8	0
Hispanic or Latino	36	Grades 9-11	0
Pacific Islander	0	* This is a percentage of all enrollments in grades 2-11.	
White (not of Hispanic origin)	59	<u>Parent Education Level (STAR)</u>	
These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.		Percent with a response*	99
<u>Participants in Free or Reduced-Price Lunch (STAR)</u>	44	Of those with a response:	
<u>Participants in Gifted and Talented Education Program (STAR)</u>	31	Not a high school graduate	8
<u>Participants in Migrant Education Program (STAR)</u>	33	High school graduate	38
<u>English Learners (STAR)</u>	22	Some college	29
<u>Reclassified Fluent-English-Proficient (R-FEP) Students (STAR)</u>	5	College graduate	21
<u>Students with Disabilities (STAR)</u>	5	Graduate school	4
<u>Mobility</u>		*This number is the percentage of student answer documents with stated parent education level information.	
School, CBEDS Date (STAR)	92	<u>Average Parent Education Level (STAR)</u>	<u>Average</u>
LEA, CBEDS Date (STAR)	96	The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."	2.75
These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2005 CBEDS data collection and who have been continuously enrolled since that date.		<u>Average Class Size (CBEDS)</u>	
<u>Fully Credentialed Teachers (CBEDS)</u>	96	Grades	
<u>Teachers with Emergency Credentials (CBEDS)</u>	0	K-3	20
		4-6	30
		Core academic courses	
		in departmentalized programs	N/A
		<u>Enrollment in Grades 2-11 on First Day of Testing (STAR)</u>	<u>Number</u>
			400
		<u>Students Exempted from STAR Testing Per Parent Written Request (STAR)</u>	
			3
		<u>Number of Students Tested (STAR)</u>	397
		<u>Multi-track Year-round School (CBEDS)</u>	<u>Yes/No</u>
			No



# Sample Internet Reports

## School Content Area Weights—Elementary School

### 2006–07 Accountability Progress Reporting (APR)



#### School Content Area Weights

2006 Base Academic Performance Index (API) Report

California Department of Education  
Policy and Evaluation Division  
March 13, 2007

School: Big Dipper Elementary  
LEA: Polaris Unified  
County: Orion  
CDS Code: 98-98765-9876543  
School Type: Elementary  
Direct Funded Charter School: No

2006 Base API Links:

[School Base API Ranks and Targets](#)  
[School Demographic Characteristics](#)  
[Similar Schools Reports](#)  
[LEA List of Schools](#)  
[County List of Schools](#)

(An LEA is a school district or county office of education.)

2006-07 APR			2006-07 State API			2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide

These reports will be available August 31, 2007.

### State Accountability: Academic Performance Index (API)

Content Areas	Grades 2-8			Grades 9-11			School Content Area Weights (C + F) / (Total C + Total F)
	Test Weights	Valid Scores	Weight x Scores	Test Weights	Valid Scores	Weight x Scores	
	A	B	C	D	E	F	
CST in English-Language Arts (ELA)	0.48	379	181.92	0.30	0	00.00	54.6%
CST in Mathematics	0.32	379	121.28	0.20	0	00.00	36.4%
CST in Science	0.20	91	18.20	0.22	0	00.00	5.5%
CST in Life Science	—	—	—	0.10	0	00.00	0.0%
CST in History-Social Science (HSS)	0.20	0	0.00	0.23	0	00.00	0.0%
NRT Reading	0.06	58	3.48	—	—	—	1.0%
NRT Language	0.03	58	1.74	—	—	—	0.5%
NRT Spelling	0.03	58	1.74	—	—	—	0.5%
NRT Mathematics	0.08	58	4.64	—	—	—	1.4%
CAHSEE ELA	—	—	—	0.30	0	00.00	0.0%
CAHSEE Mathematics	—	—	—	0.30	0	00.00	0.0%
Assignment of 200 CST in Mathematics	0.10	0	0.00	0.10	0	00.00	0.0%
Assignment of 200 CST in Science	—	—	—	0.05	0	00.00	0.0%
Total			333.00			00.00	100.0%

CST = California Standards Test (California Alternate Performance Assessment [CAPA] results also are included for CST in ELA and CST in Mathematics.)

NRT = Norm-referenced test results from the California Achievement Test, Sixth Edition Survey

CAHSEE = California High School Exit Examination

CST in Science includes grades 5 and 8-11 only.

CST in Life Science includes grade 10 only.

CST in HSS includes grades 8, 10, and 11 only.

NRTs in Reading, Language, Spelling, and Mathematics include grades 3 and 7 only.

CAHSEE ELA and CHASEE Mathematics include grades 10-12 only.

Note on Assignment of 200: This methodology is used to account for students who do not take CSTs in mathematics (grades 8-11) and in science (grades 9-11). In these cases, the student record is assigned the lowest value of 200 points (Far Below Basic) in the school, LEA, or subgroup API calculation.



# Sample Internet Reports

## Similar Schools Report—Elementary School

### 2006–07 Accountability Progress Reporting (APR)



#### Similar Schools Report

2006 Base Academic Performance Index (API) Report

California Department of Education  
Policy and Evaluation Division  
March 13, 2007

School: Big Dipper Elementary  
LEA: Polaris Unified  
County: Orion  
CDS Code: 98-98765-9876543  
School Type: Elementary

Direct Funded Charter School: No

2006 Base API Links:

[School Base API Ranks and Targets](#)

[School Demographic Characteristics](#)

[School Content Area Weights](#)

[LEA List of Schools](#)

[County List of Schools](#)

(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide
These reports will be available on August 31, 2007.								

### State Accountability: Academic Performance Index (API)

Number of Students Included in the 2006 API	Ranks			Targets	
	2006 Base API	2006 Statewide Rank	2006 Similar Schools Rank	2006-07 Growth Target	2007 API Target
379	777	7	6	5	782

"N/A" means a number is not applicable or not available due to missing data.

"A" means the school scored at or above the statewide performance target of 800 in 2006.

For a further description of similar schools, please refer to the [Overview of California's 2006 Similar Schools Ranks Based on the Academic Performance Index](#).

The API scale is 200-1000. Only scores for students continuously enrolled in the school from the October 2005 California Basic Educational Data System (CBEDS) date to the 2006 testing date are included in the calculation.

[Create and download](#) a data file of these 100 similar schools.

#### 100 Similar Schools

Listed alphabetically by county, school district, and school name.

CDS Code	County	District	School	2006 Base API
97-87654-3456789	Pluto	Starlight Unified	<a href="#">Galaxy Elementary</a>	865
98-98765-9876543	Orion	Polaris Unified	<a href="#">Big Dipper Elementary</a>	777
99-12345-1234567	Mars	Meteor Unified	<a href="#">Asteroid Elementary</a>	665

# Sample Internet Reports

## School Summary—Alternative Schools Accountability Model (ASAM) School

### 2006–07 Accountability Progress Reporting (APR)



#### School Summary

2006–07 APR

California Department of Education  
Policy and Evaluation Division  
March 13, 2007

School: Pluto Middle  
LEA: Polaris Unified  
County: Orion  
CDS Code: 98-98765-9876546  
School Type: ASAM Middle  
Direct Funded Charter School: No

2006 Base API Links:

[API LEA List of Schools](#)

[API County List of Schools](#)

(An LEA is a school district or county office of education.)

2006-07 APR			2006-07 State API			2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide
These reports will be available August 31, 2007.								

2006 API Base	2007 Growth API	Growth in the API from 2006 to 2007
537*	August 31, 2007	August 31, 2007

API growth target information is not applicable to LEAs, to schools in the Alternative Schools Accountability Model (ASAM), or to schools that do not have a valid 2006 Base API.

### Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Available August 31, 2007

	English-Language Arts	Mathematics
<b>Met AYP Criteria</b>		
Participation Rate	August 31, 2007	August 31, 2007
Percent Proficient	August 31, 2007	August 31, 2007
API - Additional Indicator for AYP	August 31, 2007	
Graduation Rate	August 31, 2007	
<b>Program Improvement (PI)</b>		
PI Status:	August 31, 2007	

## Sample Internet Reports

### School Base API—Alternative Schools Accountability Model (ASAM) School

## 2006–07 Accountability Progress Reporting (APR)



#### School Report – Base API

2006 Base Academic Performance Index (API) Report

California Department of Education  
Policy and Evaluation Division  
March 13, 2007

School: Pluto Middle  
LEA: Polaris Unified  
County: Orion  
CDS Code: 98-98765-9876546  
School Type: ASAM Middle  
Direct Funded Charter School: No

2006 Base API Links:

[School Demographic Characteristics](#)

[School Content Area Weights](#)

[LEA List of Schools](#)

[County List of Schools](#)

(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide
These reports will be available August 31, 2007.								

### State Accountability: Academic Performance Index (API)

Number of Students Included in the 2006 API	57
2006 Base API	537*

#### Subgroups

	Number of Pupils Included in 2006 API	Numerically Significant	2006 Subgroup Base API
<b>Ethnic/Racial</b>			
African American (not of Hispanic origin)	8	No	
American Indian or Alaska Native	2	No	
Asian	2	No	
Filipino	0	No	
Hispanic or Latino	5	No	
Pacific Islander	0	No	
White (not of Hispanic origin)	39	No	
<b>Socioeconomically Disadvantaged</b>	12	No	
<b>English Learners</b>	5	No	
<b>Students with Disabilities</b>	3	No	

Click on the column header to view notes.

Note: Data are reported only for numerically significant subgroups. Subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API OR (2) comprises at least 15 percent of the total valid STAR Program scores and contains at least 50 students with valid STAR Program scores.

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Schools in the Alternative Schools Accountability Model (ASAM) do not have API growth targets.

# Sample Internet Reports

## School Demographic Characteristics—Alternative Schools Accountability Model (ASAM) School

### 2006–07 Accountability Progress Reporting (APR)



#### School Demographic Characteristics

2006 Base Academic Performance Index (API) Report

California Department of Education  
Policy and Evaluation Division  
March 13, 2007

School: Pluto Middle  
LEA: Polaris Unified  
County: Orion  
CDS Code: 98-98765-9876546  
School Type: ASAM Middle  
Direct Funded Charter School: No

2006 Base API Links:

<a href="#">School Base API</a>
<a href="#">School Content Area Weights</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide
				These reports will be available August 31, 2007.				

These reports will be available August 31, 2007.

### State Accountability: Academic Performance Index (API)

#### School Demographic Characteristics

These data are from the October 2005 California Basic Educational Data System (CBEDS) data collection and the 2006 Standardized Testing and Reporting (STAR) Program student answer document.

<u>Ethnic/Racial (STAR)</u>	<u>Percent</u>	<u>Enrollments* (STAR)</u>	<u>Percent</u>
African American (not of Hispanic origin)	13	Grade 2	0
American Indian or Alaska Native	3	Grades 3-5	0
Asian	3	Grade 6	0
Filipino	0	Grades 7-8	100
Hispanic or Latino	10	Grades 9-11	0
Pacific Islander	0	* This is a percentage of all enrollments in grades 2-11.	
White (not of Hispanic origin)	71	<u>Parent Education Level (STAR)</u>	
These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.		Percent with a response*	97
<u>Participants in Free or Reduced-Price Lunch (STAR)</u>	4	Of those with a response:	
<u>Participants in Gifted and Talented Education Program (STAR)</u>	10	Not a high school graduate	9
<u>Participants in Migrant Education Program (STAR)</u>	5	High school graduate	49
<u>English Learners (STAR)</u>	10	Some college	24
<u>Reclassified Fluent-English-Proficient (R-FEP) Students (STAR)</u>	2	College graduate	14
<u>Students with Disabilities (STAR)</u>	5	Graduate school	4
<u>Mobility</u>		* This number is the percentage of student answer documents with stated parent education level information.	
School, CBEDS Date (STAR)	98	<u>Average Parent Education Level (STAR)</u>	<u>Average</u>
LEA, CBEDS Date (STAR)	98	The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."	2.55
These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2005 CBEDS data collection and who have been continuously enrolled since that date.		<u>Average Class Size (CBEDS)</u>	
<u>Fully Credentialed Teachers (CBEDS)</u>	100	Grades	
<u>Teachers with Emergency Credentials (CBEDS)</u>	0	K-3	N/A
		4-6	N/A
		Core academic courses in departmentalized programs	N/A
		<u>Enrollment in Grades 2-11 on First Day of Testing (STAR)</u>	<u>Number</u>
			78
		<u>Students Exempted from STAR Testing Per Parent Written Request (STAR)</u>	0
		<u>Number of Students Tested (STAR)</u>	60
		<u>Multi-track Year-round School (CBEDS)</u>	<u>Yes/No</u>
			No

# Sample Internet Reports

## School Content Area Weights—Alternative Schools Accountability Model (ASAM) School

### 2006–07 Accountability Progress Reporting (APR)



#### School Content Area Weights

2006 Base Academic Performance Index (API) Report

California Department of Education  
Policy and Evaluation Division  
March 13, 2007

School: Pluto Middle  
LEA: Polaris Unified  
County: Orion  
CDS Code: 98-98765-9876546  
School Type: ASAM Middle  
Direct Funded Charter School: No

2006 Base API Links:

<a href="#">School Base API</a>
<a href="#">School Demographic Characteristics</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

(An LEA is a school district or county office of education.)

2006-07 APR			2006-07 State API			2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guide

These reports will be available August 31, 2007.

### State Accountability: Academic Performance Index (API)

Content Areas	Grades 2-8			Grades 9-11			School Content Area Weights (C + F) / (Total C + Total F)
	Test Weights	Valid Scores	Weight x Scores	Test Weights	Valid Scores	Weight x Scores	
	A	B	C	D	E	F	
CST in English-Language Arts (ELA)	0.48	57	27.36	0.30	0	00.00	43.9%
CST in Mathematics	0.32	57	18.24	0.20	0	00.00	29.3%
CST in Science	0.20	26	5.20	0.22	0	00.00	8.3%
CST in Life Science	—	—	—	0.10	0	00.00	0.0%
CST in History-Social Science (HSS)	0.20	27	5.40	0.23	0	00.00	8.7%
NRT Reading	0.06	30	1.80	—	—	—	2.9%
NRT Language	0.03	30	0.90	—	—	—	1.4%
NRT Spelling	0.03	30	0.90	—	—	—	1.4%
NRT Mathematics	0.08	30	2.40	—	—	—	3.9%
CAHSEE ELA	—	—	—	0.30	0	00.00	0.0%
CAHSEE Mathematics	—	—	—	0.30	0	00.00	0.0%
Assignment of 200 CST in Mathematics	0.10	1	0.10	0.10	0	00.00	0.2%
Assignment of 200 CST in Science	—	—	—	0.05	0	00.00	0.0%
Total			62.30			00.00	100.0%

CST = California Standards Test (California Alternate Performance Assessment [CAPA] results also are included for CST in ELA and CST in Mathematics.)

NRT = Norm-referenced test results from the California Achievement Test, Sixth Edition Survey

CAHSEE = California High School Exit Examination

CST in Science includes grades 5 and 8-11 only.

CST in Life Science includes grade 10 only.

CST in HSS includes grades 8, 10, and 11 only.

NRTs in Reading, Language, Spelling, and Mathematics include grades 3 and 7 only.

CAHSEE ELA and CHASEE Mathematics include grades 10-12 only.

Note on Assignment of 200: This methodology is used to account for students who do not take CSTs in mathematics (grades 8-11) and in science (grades 9-11). In these cases, the student record is assigned the lowest value of 200 points (Far Below Basic) in the school, LEA, or subgroup API calculation.

# Appendixes

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## **Calculation Rules**

Inclusion/Exclusion Rules for Calculating the 2006 Base API  
Definitions of Numbers Enrolled, Tested, and Valid Scores  
Mathematics/Science Rules for Calculating the 2006 Base API  
California General Mathematics Standards Test Mapping Chart

## **API Research Reports**

### **Valid API Criteria**

API Regulations for Determining a Valid API  
*Education Code* Requirements for Determining a Valid API

## **California Department of Education Contacts and Related Internet Sites**

## **Glossary of Terms and Acronyms**

# Calculation Rules

## Inclusion/Exclusion Rules for Calculating the 2006 Base API

The inclusion/exclusion rules in this chart are applied prior to calculating the Academic Performance Index (API). They do not affect the score a student receives. They are used solely in the calculation of the API reports at the school, local educational agency (LEA), and state levels. The rules for API reports may not always match the rules for Adequate Yearly Progress (AYP) reports, Standardized Testing and Reporting (STAR) Program reports, or California High School Exit Examination (CAHSEE) reports.

"Score" in the chart below refers to a performance level of Advanced, Proficient, Basic, Below Basic, or Far Below Basic on the California Standards Tests (CSTs) or the California Alternate Performance Assessment (CAPA); a National Percentile Rank (NPR) on the California Achievement Tests, Sixth Edition, Survey (CAT/6 Survey); or Pass or Fail on the CAHSEE.

A student record marked as "Not Tested Due to Significant Medical Emergency" is treated the same as a record marked as "Absent." Exceptions for medical emergencies are applied only in AYP calculations in accordance with federal No Child Left Behind (NCLB) Act of 2001 requirements.

A student record with a valid district of residence code and a valid disability code (other than 000) is calculated with the school district of residence for LEA accountability IF the school of attendance (normal county-district-school code) is a special education school.

Generally, the process used in applying these inclusion/exclusion rules occurs in the order listed in this chart. Some variations may occur for student records where multiple inclusion/exclusion rules apply.

Inclusion/Exclusion	Rules
Mobility	<p><b>CSTs, CAT/6 Survey, CAPA, or CAHSEE</b></p> <ul style="list-style-type: none"> <li>■ If a student has been continuously enrolled in a school from the 2005 October California Basic Educational Data Systems (CBEDS) date to the testing date, the student is counted in the school API. If a student has been continuously enrolled in a school district from the 2005 October CBEDS date to the testing date, the student is counted in the school district API.</li> <li>■ <b>English learners who were first enrolled in a United States school after March 15, 2005, are excluded from API calculations.</b> This change, effective beginning with the 2006 Base API, was made to match the rule used in calculating AYP under the No Child Left Behind (NCLB) Act of 2001 requirements.</li> </ul> <p>Please also refer to the "Definitions of Numbers Enrolled, Tested, and Valid Scores" section on pages 63 and 64 for additional information.</p>
Completely Blank Test	<p><b>CSTs, CAT/6 Survey, or CAPA</b></p> <p>The entire STAR Program student record is not included in the API if the record shows no scores or items attempted on any part of the CST, CAT/6 Survey, and CAPA used in the API. If the student record shows "Tested but Marked No Answers" (Code Z) for any test, the record is included in the API.</p> <p><b>CAHSEE</b></p> <p>A CAHSEE grade ten student census (February or March) record showing blank or no items attempted for one or both content areas is included and assigned a weight of 200 for the content area(s). However, CAHSEE census records are matched with CAHSEE make-up records. If the census record has a matching make-up record, it is replaced by the matching make-up record and, therefore, will not be assigned 200 in this case (unless the make-up record was a grade ten student who did not pass). Blank records for grades eleven and twelve are excluded.</p>



Irregularity	<b>CSTs, CAT/6 Survey, CAPA, or CAHSEE</b> The test content area showing a student or adult test irregularity on a student record is included in the Base API but is not included in the Growth API.
Unmatched Score	<b>CSTs or CAT/6 Survey only</b> <b>Grade Four and Seven Writing</b> ■ If the student record shows "Writing Test Only" or "Unmatched Writing Test (Test Grade Level Four and Seven)," the entire record is not included. <b>Grade Three CST and CAT/6 Survey</b> ■ If the CST and CAT/6 Survey records are unmatched for a student, the records are included and treated separately, except for determining the number tested and enrollment. To determine the number tested and enrollment, only the CST is counted (to avoid double-counting in summary results).
Below Grade Level	The STAR Program does not allow out-of-level testing, beginning in 2006. If an eighth or ninth grader takes the CST in General Mathematics, it is not considered out-of-level, but the results are adjusted to account for different grade level standards (see pages 65 and 66).
Accommodations	<b>CSTs, CAT/6 Survey, or CAHSEE only</b> ■ The score is included for the content area with no adjustments.
Modifications	<b>CSTs, CAT/6 Survey, or CAHSEE only</b> ■ The score is included for the content area and assigned a weight of 200. ■ The "Matrix of Test Variations, Accommodations, and Modifications" can be found on the STAR Program Web site at <a href="http://www.cde.ca.gov/ta/tg/sr/">http://www.cde.ca.gov/ta/tg/sr/</a> . The matrix shows which variations are accommodations and modifications. Test examiners were to mark Section A3 "Accommodations and Modifications" on the student answer document for the specific tests on which students with IEPs or Section 504 Plans use accommodations or modifications.
Not Tested, Parent Exemption, and Zero or Some Items Attempted  <b>1. Student Not Tested</b> Special Testing Conditions (all content areas)  Choices: • Code P = Not Tested by Parent/Guardian Request • Code A = Absent • Code T = Enrolled During Testing and Tested at Previous School • Code L = Enrolled After First Day and Was Tested  <b>2. Parent/Guardian Exemption</b> (by content area)	<b>NOTE: Some records marked with codes that indicate the student did not take the test also show a score or items attempted for one or more content areas of a test. In these instances, the score or item(s) attempted is considered in the API calculation.</b> <b>CSTs or CAT/6 Survey Only</b> ■ If one or more of the choices for these Special Testing Condition codes is marked for all content areas, the entire student record is not included, with the following exceptions: • The student record has a score for a content area, in which case the score is included for that content area. • The student record has one or more items attempted or has "Yes" for Code Z but has no score or has a "9" for Performance Level for the CST for a content area, then that content area is assigned a weight of 200. – Code Z = Tested but Marked No Answers – "9" for Performance Level = Did Not Attempt <b>CSTs or CAT/6 Survey only</b> ■ The student record is <b>not</b> included for the content area, with the following exceptions: • The student record has one or more items attempted but no score or has a "9" for Performance Level for the CST for a content area, then that content area is assigned a weight of 200. – "9" for Performance Level = Did Not Attempt



<b>3. No Score, Not Tested, Zero Attempted</b> (by content area)	<b>CSTs, CAT/6 Survey, or CAPA only</b>  Record does not have scores on other STAR Program tests/content areas (i.e., completely blank test) ■ A student record with a blank test showing no scores or items attempted on any part of the STAR Program content areas used in the API is not included for any content areas, including the CST in mathematics, grades eight through eleven, and CST in science, grades nine through eleven.  Record has scores on other STAR Program tests/content areas ■ A student record with no score and no items attempted in a content area but with one or more scores on other STAR Program content areas is not included for that content area, with the exception of the following: <ul style="list-style-type: none"> <li>• CST in mathematics, grades eight through eleven, which will be assigned a weight of 200 and a test weight of 0.10 is applied</li> <li>• CST in science, grades nine through eleven, which will be assigned a weight of 200 (unless the record shows the student took the CST in life science, grade ten) and a test weight of 0.05 is applied</li> </ul> Please also refer to the "Mathematics/Science Rules for Calculating the 2006 Base API" section on page 65 for additional information about the weight of 200 for mathematics and science.																								
<b>4. No Score, Incomplete, Some Attempted</b> (by content area)  <b>5. Invalid CST in Mathematics Test Taken</b> (grades eight through eleven only) or <b>Invalid CST in Science Test Taken</b> (grades nine through eleven only)	<b>CSTs, CAT/6 Survey, or CAHSEE only</b>  ■ The content area is included and assigned a weight of 200.  <b>CSTs only</b>  ■ If "Unknown," "Multiple Marks," or blank for "CST in Mathematics Test Taken" or "CST in Science Test Taken" are shown on the student record, the content area is included and assigned a weight of 200.																								
<b>CAHSEE Performance Level Weights</b>	<b>CAHSEE only</b>  <div style="text-align: center;"> <b>California High School Exit Examination</b>  <b>Mathematics or ELA Passed/Not Passed Indicator Codes</b>  <b>Grade Ten (and Grades Eleven and Twelve if Passed)</b> </div> <table style="width: 100%; margin-top: 10px;"> <thead> <tr> <th></th><th style="text-align: right;"><u>2006 Base API Weighting Factors</u></th></tr> </thead> <tbody> <tr> <td>A = Absent</td><td style="text-align: right;">200</td></tr> <tr> <td>C = Score Invalidated (cheating)</td><td style="text-align: right;">200</td></tr> <tr> <td>E = Medical Emergency</td><td style="text-align: right;">200</td></tr> <tr> <td>H = Pending (on hold)</td><td style="text-align: right;">200</td></tr> <tr> <td>I = Modified (modification used)</td><td style="text-align: right;">200</td></tr> <tr> <td>N = Not Passed</td><td style="text-align: right;">200</td></tr> <tr> <td>P = Passed</td><td style="text-align: right;">1000</td></tr> <tr> <td>R = Previously Satisfied Requirement</td><td style="text-align: right;">Not included</td></tr> <tr> <td>X = Not Attempted</td><td style="text-align: right;">200</td></tr> <tr> <td>T = Tested Before</td><td style="text-align: right;">Not included</td></tr> <tr> <td>Z = Not Attempted (0 responses)</td><td style="text-align: right;">200</td></tr> </tbody> </table> <p>Note: Make-up tests are tracked so that a student who was absent would be counted only for the make-up score. This is done using subtotals by category (schoolwide and each subgroup).</p>		<u>2006 Base API Weighting Factors</u>	A = Absent	200	C = Score Invalidated (cheating)	200	E = Medical Emergency	200	H = Pending (on hold)	200	I = Modified (modification used)	200	N = Not Passed	200	P = Passed	1000	R = Previously Satisfied Requirement	Not included	X = Not Attempted	200	T = Tested Before	Not included	Z = Not Attempted (0 responses)	200
	<u>2006 Base API Weighting Factors</u>																								
A = Absent	200																								
C = Score Invalidated (cheating)	200																								
E = Medical Emergency	200																								
H = Pending (on hold)	200																								
I = Modified (modification used)	200																								
N = Not Passed	200																								
P = Passed	1000																								
R = Previously Satisfied Requirement	Not included																								
X = Not Attempted	200																								
T = Tested Before	Not included																								
Z = Not Attempted (0 responses)	200																								

## Definitions of Numbers Enrolled, Tested, and Valid Scores

Definition of:	Enrollment on First Day of Testing (STAR)	Number Tested	Number Valid Scores
Columns:	A	B	C
Level of Calculation:	School or Local Educational Agency (LEA) (An LEA is a school district or county office of education.)	School or LEA	School or LEA
Calculation for Grades 2–11 Standardized Testing and Reporting (STAR) Program	<p>Enrollment on first day of testing =</p> <p>Number of 2006 STAR Program student answer documents (i.e., student records), grades 2–11</p> <p>ADD</p> <p><u>Students assigned back to school district of residence</u></p> <ul style="list-style-type: none"> <li>For LEAs only, student answer documents (i.e., student records) of special education students receiving services outside the school district that are assigned back to the student's school district of residence</li> </ul> <p>SUBTRACT</p> <p><u>Students not enrolled or unmatched records</u></p> <ul style="list-style-type: none"> <li>Unmatched California Achievement Test, Sixth Edition Survey, (CAT/6 Survey) records, grade 3</li> <li>Unmatched California Standards Test (CST) writing tests or writing only tests, grades 4 and 7</li> <li>For schools and school subgroups, students enrolled after first day of testing, unless the record indicates the student was continuously enrolled in the school since the California Basic Educational Data Systems (CBEDS) date</li> <li>For LEAs and LEA subgroups, students enrolled after first day of testing, unless the record indicates the student was continuously enrolled in the LEA since the CBEDS date</li> </ul> <p>(continued on next page)</p>	<p>Number tested =</p> <p>Enrollment on first day of testing (results of Column A)</p> <p>SUBTRACT</p> <p><u>Untested students</u></p> <ul style="list-style-type: none"> <li>For CST, student records with 0 items attempted except for those marked as "Tested but Marked No Answers" (Code Z)</li> <li>For California Alternate Performance Assessment (CAPA), student records with 0 items scored</li> </ul>	<p>Number valid scores =</p> <p>Number tested (results of Column B)</p> <p>SUBTRACT</p> <p><u>Mobile students</u></p> <ul style="list-style-type: none"> <li>For schools, student records that show student <b>was not</b> continuously enrolled in the school since the CBEDS date*</li> <li>For LEAs, student records that show student <b>was not</b> continuously enrolled in the LEA since the CBEDS date*</li> <li>English learners who were first enrolled in a United States school after March 15, 2005</li> </ul>

**Note:** A student record marked as "Not Tested Due to Significant Medical Emergency" is treated the same as a record marked as "Absent." Exceptions for medical emergencies are applied only in AYP calculations in accordance with federal No Child Left Behind (NCLB) Act requirements.

\* Missing values are treated as a "yes" (student was enrolled since the CBEDS date). Only student records marked as "no" are subtracted.

## Definitions of Numbers Enrolled, Tested, and Valid Scores (Continued)

Definition of:	Enrollment on First Day of Testing (STAR)	Number Tested	Number Valid Scores
Columns:	A	B	C
Level of Calculation:	<p>School or Local Educational Agency (LEA) (An LEA is a school district or county office of education.)</p> <p><u>Special Testing Conditions Code L</u></p> <ul style="list-style-type: none"> <li>For schools, student records that show student was not continuously enrolled in the school since the CBEDS date* and Special Condition Code L (Code L = Enrolled After First Day and was Tested) was marked "Yes" in one or more content areas</li> <li>For LEAs, student records that show student was not continuously enrolled in the LEA since the CBEDS date* and Special Condition Code L (Code L = Enrolled After First Day and was Tested) was marked "Yes" in one or more content areas</li> </ul> <p><u>Special Testing Conditions Code T</u></p> <ul style="list-style-type: none"> <li>For schools, student records that show student was not continuously enrolled in the school since the CBEDS date* and Special Condition Code T (Code T = Enrolled During Testing and Tested at Previous School) was marked "Yes" in ELA, in mathematics, or in all content areas</li> <li>For LEAs, student records that show student was not continuously enrolled in the LEA since the CBEDS date* and Special Condition Code T (Code T = Enrolled During Testing and Tested at Previous School) was marked "Yes" in ELA, in mathematics, or in all content areas</li> </ul> <p>"Enrollment on first day of testing" is based on STAR Program student answer documents only. Enrollment data from the California High School Exit Examination (CAHSEE) answer documents are not necessary because STAR Program results usually include an answer document for each student who takes the CAHSEE. "Enrollment on first day of testing" is defined in the same basic way as the definition for AYP except that the rate for AYP is adjusted for students with medical emergencies and is done separately for English-language arts and mathematics. Student records marked "Not Tested Due to Significant Medical Emergency" are not included in AYP calculations, but are included in API calculations.</p>	School or LEA	School or LEA

**Note:** A student record marked as "Not Tested Due to Significant Medical Emergency" is treated the same as a record marked as "Absent." Exceptions for medical emergencies are applied only in AYP calculations in accordance with federal No Child Left Behind (NCLB) Act requirements.

\* Missing values are treated as a "yes" for other purposes (student was enrolled since the CBEDS date), but only student records marked as "no" are subtracted for Special Testing Conditions Codes L and T.

## Mathematics/Science Rules for Calculating the 2006 Base API

### Rules for Grades Eight Through Eleven CST in Mathematics

- **Students in grade eight or nine who took the California General Mathematics Standards Test (CST in general mathematics):** The CST in general mathematics is based on grades six and seven state content standards. To adjust for the difference in grade level standards, the API performance level weights for results from the CST in general mathematics are adjusted for the API calculation. For grade eight, the performance level of the student record is lowered by one performance level. For grade nine, the performance level of the student record is lowered by two performance levels. This rule is illustrated in the mapping charts on page 66.
- **CST in mathematics:** To account for students in grades eight through eleven who take no CST in mathematics, a 200 is assigned as the performance level weight for any student record without a performance level for CST in mathematics, grades eight through eleven. In this case, a test weight of 0.10 is used in the calculation instead of a test weight of 0.32 (grade eight) or 0.20 (grades nine through eleven) that is otherwise used for a student record showing the student took a CST in mathematics.

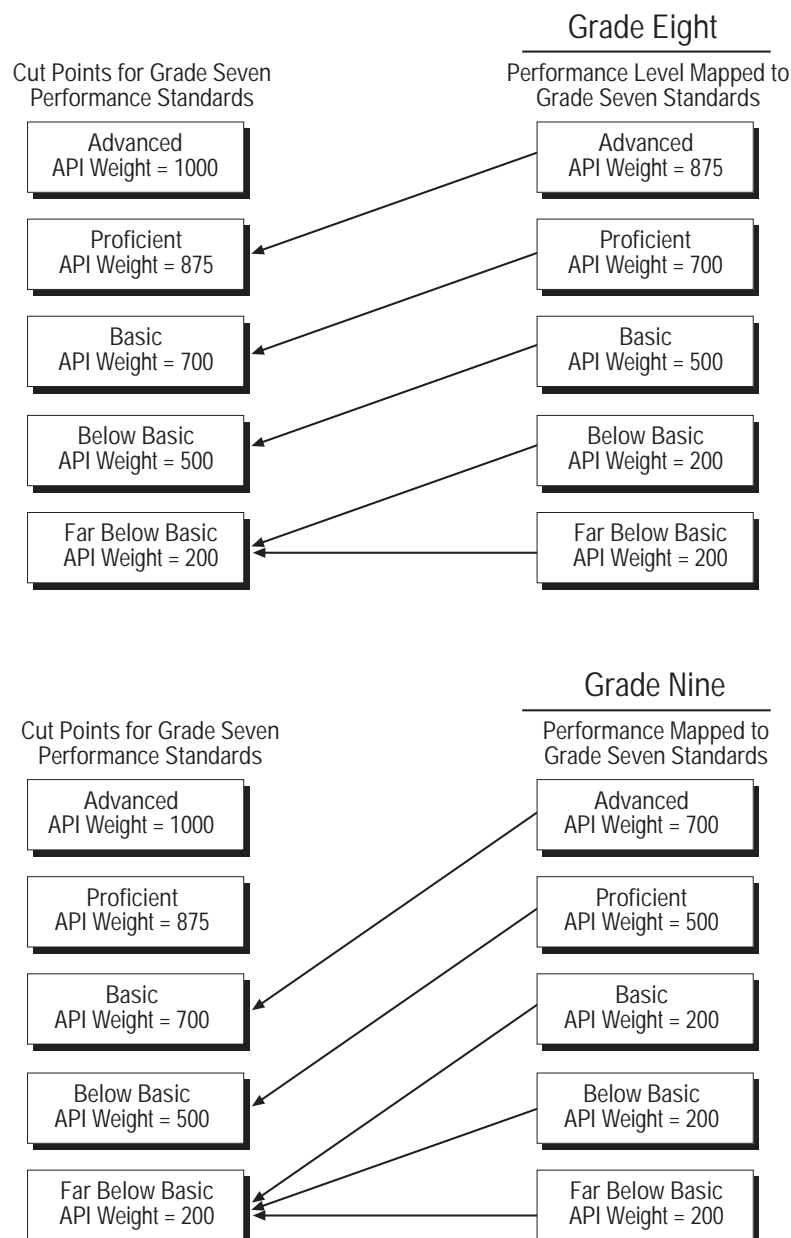
### Rules for Grades Nine Through Eleven CST in Science

- To account for students in grades nine through eleven who take no CST in science, a 200 is assigned for the performance level weight for any student record without a performance level for any CST in science for grades nine through eleven, which includes the end-of-course CST in science in grades nine through eleven or the CST in life science in grade ten. In this case, a test weight of 0.05 is used in the end-of-course CST in science part of the API calculation instead of a test weight of 0.22 (CST in science, grades nine through eleven) that is otherwise used for a student record showing the student took a CST in science.

## California General Mathematics Standards Test Mapping Chart

The California General Mathematics Standards Test (CST in general mathematics) is given to any student in grade eight or nine who does not take one of the other mathematics standards tests. The CST in general mathematics is based on grades six and seven state content standards. To adjust for the difference in grade-level standards, the API performance level weights for results from the CST in general mathematics were calculated by mapping grades eight and nine performance on the CST in general mathematics to the grade seven CST in mathematics performance levels. This was done by lowering the API credit by one performance level for a grade eight student record and two performance levels for a grade nine student record. This limits the top performance level weight of the grade eight student record to 875 and of the grade nine student record to 700.

### California General Mathematics Standards Test Grades Eight and Nine Performance Levels Mapped to Grade Seven Performance Standards With Corresponding API Weights



## API Research Reports

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The Public Schools Accountability Act (PSAA) of 1999 (Chapter 3, Statutes of 1999) requires that the State Superintendent of Public Instruction (SSPI), with approval of the State Board of Education (SBE), develop an Academic Performance Index (API) to measure the performance of schools. The law also calls for an advisory committee to assist the SSPI and the SBE in the creation of the API.

The PSAA Advisory Committee was established in 1999 and immediately formed a Technical Design Group (TDG), comprised of educational measurement specialists from universities, research organizations, and local educational agencies, to provide guidance on technical issues. The TDG produced the foundation analyses and recommendations for the creation of the *Framework for the Academic Performance Index and the 1999 Base Year Academic Performance Index (API)*.

### Guiding Principles of the API

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The framework contains guiding principles for the creation and evolution of the API. The first and most primary guideline is that the API must be technically sound. “Given the high-stakes nature of the API, the many well-meaning educators, parents and guardians, and students who will be affected by the API will lose heart if it is not accurate or if it does not evolve in an orderly fashion from year to year.” To that end, the TDG and PSAA Advisory Committee sought to base their policy recommendations to the greatest extent possible on analyses of existing data and simulations of proposed policy alternatives.

### API Research Reports

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As API development has occurred over the years, technical analyses and reports have been produced to guide the policy recommendations submitted to the PSAA Advisory Committee and the SBE and to document statistical methodologies. Selected API technical reports are posted on the California Department of Education Web site at:

<http://www.cde.ca.gov/ta/ac/ap/researchreports.asp>

# Valid API Criteria

## API Regulations for Determining a Valid API

The *California Code of Regulations*, Title 5, summary provided in this section reflects key regulations related to the Academic Performance Index (API). These regulations were adopted by the State Board of Education in November 2001.

Summary of Selected Subsections of Section 1032		Number of Years Invalid API
Title 5, <i>California Code of Regulations</i> Division 1, Chapter 2, Subchapter 4, Article 1.7		
Section 1032 (d)	In 2001 and subsequent years, a school's API shall be considered invalid under any of the following circumstances:	
	(1) The local educational agency notifies the California Department of Education (department) that there were adult testing irregularities at the school affecting 5 percent or more of pupils tested.	2
	(2) The local educational agency notifies the department that the API is not representative of the pupil population at the school.	2
	(3) The local educational agency notifies the department that the school has experienced a significant demographic change in pupil population between the base year and growth year, and that the API between years is not comparable.	1
	(4) The school's proportion of parental waivers compared to its Standardized Testing and Reporting Program (STAR) enrollment, pursuant to Education Code section 60640 et seq., is equal to or greater than 15 percent for the 2000 STAR. For the 2001 STAR and each subsequent STAR, the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent, except when the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent but less than 20 percent. In this case, the department will conduct standard statistical tests to check the representativeness of the school's tested population and review the representatives of the tested population by grade level. If the school passes the check of representativeness, the school's API shall be considered valid. If the school does not pass the check of representativeness, the school's API shall be considered invalid. There shall be no rounding in determining this minimum parental waiver proportion (i.e., 9.99 percent is not 10 percent).	2
	(5) In any content area tested pursuant to Education Code sections 60642 and 60642.5 and included in the API, the school's proportion of the number of test takers in that content area compared with the total numbers of test takers is less than 85 percent. There shall be no rounding in determining the proportion of test takers in each content area (i.e., 84.99 percent is not 85 percent).	2
	(6) If, at any time, information is made available to or obtained by the department that would lead a reasonable person to conclude that one or more of the preceding circumstances occurred. If after reviewing the information, the department determines that further investigation is warranted, the department may conduct an investigation to determine if the integrity of the API has been jeopardized. The department may invalidate or withhold the school's API until such time that the department has satisfied itself that the integrity of the API has not been jeopardized.	—

## ***Education Code Requirements for Determining a Valid API***

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In addition to state regulations, California's *Education Code* also contains requirements about what constitutes a valid API.

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### ***Education Code Section 52052 (f) (2)***

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A school shall annually receive an API score, unless the State Superintendent of Public Instruction determines that an API score would be an invalid measure of the school's performance for one or more of the following reasons:

- (A) Irregularities in testing procedures occurred.
  - (B) The data used to calculate the school's API score are not representative of the pupil population at the school.
  - (C) Significant demographic changes in the pupil population render year-to-year comparisons of pupil performance invalid.
  - (D) The California Department of Education discovers or receives information indicating that the integrity of the API score has been compromised.
  - (E) Insufficient pupil participation in the assessments included in the API.
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# California Department of Education

## Contacts and Related Internet Sites

Topic	CDE Contact Offices	CDE Web Site
<b>PSAA and NCLB Title I Accountability</b>  <ul style="list-style-type: none"> <li>NCLB Title I Accountability requirements, PI Identification, AYP Appeals, and Accountability Workbook</li> <li>API and AYP Calculation and Accountability Progress Reporting</li> </ul>	Policy and Evaluation Division (916) 319-0869 <a href="mailto:psaa@cde.ca.gov">psaa@cde.ca.gov</a>  Evaluation, Research, and Analysis Unit (916) 319-0875 <a href="mailto:evaluation@cde.ca.gov">evaluation@cde.ca.gov</a>  Academic Accountability Unit (916) 319-0863 <a href="mailto:aau@cde.ca.gov">aau@cde.ca.gov</a>	<a href="http://www.cde.ca.gov/ta/ac/pa/">http://www.cde.ca.gov/ta/ac/pa/</a>  <a href="http://www.cde.ca.gov/ayp/">http://www.cde.ca.gov/ayp/</a> <a href="http://www.cde.ca.gov/nclb/sr/sa/wb.asp">http://www.cde.ca.gov/nclb/sr/sa/wb.asp</a>  <a href="http://www.cde.ca.gov/api/">http://www.cde.ca.gov/api/</a> <a href="http://www.cde.ca.gov/ayp/">http://www.cde.ca.gov/ayp/</a>
<b>NCLB Title I, and Program Improvement (PI)</b> <ul style="list-style-type: none"> <li>NCLB Corrective Actions for Program Improvement</li> </ul>	Title I Policy and Partnerships Office (916) 319-0854 <a href="mailto:pi@cde.ca.gov">pi@cde.ca.gov</a>	<a href="http://www.cde.ca.gov/nclb/">http://www.cde.ca.gov/nclb/</a> <a href="http://www.cde.ca.gov/ta/ac/ti/programimprov.asp">http://www.cde.ca.gov/ta/ac/ti/programimprov.asp</a>
<b>NCLB Title III Accountability</b>	Language Policy and Leadership Office (916) 319-0845 <a href="mailto:amao@cde.ca.gov">amao@cde.ca.gov</a>	<a href="http://www.cde.ca.gov/sp/el/t3/acct.asp">http://www.cde.ca.gov/sp/el/t3/acct.asp</a>
<b>Graduation Rate for NCLB and Corrections of Graduation Rate and Dropout Data</b>	Educational Demographics Office (916) 327-0219 <a href="mailto:eddemo@cde.ca.gov">eddemo@cde.ca.gov</a>	<a href="http://dq.cde.ca.gov/dataquest/">http://dq.cde.ca.gov/dataquest/</a> <a href="http://www.cde.ca.gov/ds/si/ds/certpolicy.asp">http://www.cde.ca.gov/ds/si/ds/certpolicy.asp</a>
<b>Statewide Assessments</b>  <ul style="list-style-type: none"> <li>STAR Program – CST, CAT/6 Survey, and CAPA</li> <li>CAHSEE</li> </ul>	Standards and Assessment Division (916) 445-9441  Standardized Testing and Reporting (STAR) Program Office (916) 445-8765 <a href="mailto:star@cde.ca.gov">star@cde.ca.gov</a>  High School Exit Examination Office (916) 445-9449 <a href="mailto:cahsee@cde.ca.gov">cahsee@cde.ca.gov</a>	<a href="http://www.cde.ca.gov/ta/tg/">http://www.cde.ca.gov/ta/tg/</a>  <a href="http://www.cde.ca.gov/ta/tg/sr/">http://www.cde.ca.gov/ta/tg/sr/</a> <a href="http://www.cde.ca.gov/ta/tg/sr/capa.asp">http://www.cde.ca.gov/ta/tg/sr/capa.asp</a>  <a href="http://www.cde.ca.gov/ta/tg/hs/">http://www.cde.ca.gov/ta/tg/hs/</a>

# California Department of Education

## Contacts and Related Internet Sites

### (continued)

Topic	CDE Contact Offices	CDE Web Site
<b>Low Performing Schools</b> <ul style="list-style-type: none"> <li>• High Priority Schools Grant Program (HPSG)</li> <li>• Immediate Intervention/ Underperforming Schools Program (II/USP)</li> <li>• Quality Education Investment Act (QEIA) of 2006</li> <li>• Comprehensive School Reform (CSR)</li> <li>• Intervention Assistance</li> </ul>	School Improvement Division (916) 319-0830  High Priority Schools Office (916) 324-3236     Intervention Assistance Office (916) 319-0836 <a href="mailto:intervenenet@cde.ca.gov">intervenenet@cde.ca.gov</a>	<a href="http://www.cde.ca.gov/ta/lp/">http://www.cde.ca.gov/ta/lp/</a>  <a href="http://www.cde.ca.gov/ta/lp/hp/">http://www.cde.ca.gov/ta/lp/hp/</a>  <a href="http://www.cde.ca.gov/ta/lp/iu/">http://www.cde.ca.gov/ta/lp/iu/</a>  <a href="http://www.cde.ca.gov/ta/lp/qe/">http://www.cde.ca.gov/ta/lp/qe/</a>  <a href="http://www.cde.ca.gov/ta/lp/cs/">http://www.cde.ca.gov/ta/lp/cs/</a> <a href="http://www.cde.ca.gov/ta/lp/sm/sait.asp">http://www.cde.ca.gov/ta/lp/sm/sait.asp</a>
<b>API Awards Programs</b>	Policy and Evaluation Division Awards Unit, (916) 319-0866 <a href="mailto:awards@cde.ca.gov">awards@cde.ca.gov</a>	<a href="http://www.cde.ca.gov/ta/ac/pa/awards.asp">http://www.cde.ca.gov/ta/ac/pa/awards.asp</a>
<b>Alternative Accountability System, Alternative Schools Accountability Model (ASAM)</b>	Educational Options Office (916) 322-5012 <a href="mailto:asam@cde.ca.gov">asam@cde.ca.gov</a>	<a href="http://www.cde.ca.gov/ta/ac/am/">http://www.cde.ca.gov/ta/ac/am/</a>
<b>Special Education Issues</b>	Assessment, Evaluation, and Support Office (916) 445-4628	<a href="http://www.cde.ca.gov/sp/se/">http://www.cde.ca.gov/sp/se/</a>
<b>Charter Schools Issues</b>	Charter Schools Division (916) 322-6029 <a href="mailto:charters@cde.ca.gov">charters@cde.ca.gov</a>	<a href="http://www.cde.ca.gov/sp/cs/">http://www.cde.ca.gov/sp/cs/</a>

# Glossary of Terms and Acronyms

<b>Additional Indicator</b>	The federal No Child Left Behind (NCLB) Act of 2001 requires that each state adopt an additional indicator for Adequate Yearly Progress (AYP) that is in addition to the mandatory indicators of percent proficient (also known as Annual Measurable Objectives, or AMOs), participation rates, and graduation rates for schools that enroll high school students. California has chosen to use the Academic Performance Index (API) as the additional indicator for all schools and local educational agencies (LEAs). Schools must show at least one point of growth or be above a minimum level of the API each year to meet this part of the AYP criteria. The API criteria for federal AYP requirements are different from the API criteria for state requirements. (Also see "API" below.)
<b>AMAOs</b>	Annual Measurable Achievement Objectives (AMAOs) are performance objectives, or targets, that LEAs receiving NCLB Act Title III subgrants must meet each year for its English learners. All LEAs receiving a Title III subgrant are required to meet two English language proficiency AMAOs and a third academic achievement AMAO based on AYP information. Both English language proficiency AMAOs are calculated based on data from the California English Language Development Test (CELDT).
<b>AMOs</b>	The Annual Measurable Objectives (AMOs) are the minimum percentages of students who are required to meet or exceed the proficient level on the state assessments in English-language arts (ELA) and mathematics used for calculating AYP under Title I requirements of the federal NCLB Act. The AMOs increase so that by 2014, 100 percent of students in all schools, LEAs, and numerically significant subgroups must score at the proficient level or above.
<b>API</b>	The Academic Performance Index (API), required by the state Public Schools Accountability Act (PSAA) of 1999, is a measure of the academic performance and growth of public schools. It is a numeric index (or score) that ranges from a low of 200 to a high of 1000. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's API Base score is subtracted from its API Growth score in the following year to determine how much the school grew in a year. The API also functions as an Additional Indicator for AYP, but the federal AYP target requirements for the API are different from the state target requirements. (The federal 2007 AYP target requirements for the API is a 2007 Growth API of at least 590 or growth in the API from 2006 to 2007 of at least one point. For 2008 AYP, the API target is a 2008 Growth API of at least 620 or growth in the API of at least one point.)

**APR**

The California Department of Education (CDE) reports both state API and federal AYP results under the general heading of “Accountability Progress Reporting” (APR). This reporting format provides academic accountability information about the state’s public schools and LEAs in a cohesive way because California’s complete academic accountability system encompasses both state and federal requirements. The 2006–07 Accountability Progress Reporting (APR) system includes the following reports:

- 2006 Base API Report
  - Released March 2007
- 2007 Growth API Report
  - To be released August 2007
- 2007 Adequate Yearly Progress (AYP) Report
  - To be released August 2007
- 2007–08 Program Improvement (PI) Report
  - To be released August 2007

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**ASAM**

Schools in the Alternative Schools Accountability Model (ASAM) include community day, continuation, opportunity, county community, county court, California Youth Authority, and other alternative schools that meet stringent criteria set by the State Board of Education (SBE). ASAM schools must apply for ASAM status. The ASAM is a state-only alternative to the API and is not used in meeting federal AYP requirements.

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**AYP**

Under NCLB, all states are required to develop and implement a single, statewide accountability system that will ensure all public schools make their Adequate Yearly Progress (AYP) toward the federal goal that all students perform at or above the proficient level in English-language arts (ELA) and mathematics by 2014. Under AYP requirements, schools and LEAs are required to meet criteria in four areas: participation rate, percent proficient (also known as Annual Measurable Objectives or AMOs), API as an additional indicator, and graduation rate (if applicable).

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**CAHSEE**

Students in California public schools must pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The purpose of the CAHSEE is: (1) to improve student achievement in high school and (2) to help ensure that students who graduate from high school can demonstrate competency in state academic content standards for reading, writing, and mathematics. There are two parts to the CAHSEE: ELA and mathematics. The CAHSEE is included in API and AYP calculations.

**CAPA**

The California Alternate Performance Assessment (CAPA) is an alternate assessment for students with significant cognitive disabilities who cannot participate in the California Standards Tests (CSTs), even with accommodations or modifications. A student's individualized education program (IEP) specifies whether the student should take the CAPA. The CAPA was administered for the first time statewide in the spring of 2003 and is part of the Standardized Testing and Reporting (STAR) Program. The CAPA in ELA and mathematics is included in API and AYP calculations.

**CAT/6 Survey**

As part of the STAR Program, all California public school students in grades three and seven take a nationally norm-referenced test (NRT) each spring to measure achievement in basic academic skills. The NRT designated by the State Board of Education (SBE) is the California Achievement Test, Sixth Edition Survey (CAT/6 Survey). The CAT/6 Survey for these grade levels covers reading, language, spelling, and mathematics and is not aligned with California content standards. The CAT/6 Survey is included in API calculations.

**CBEDS**

The California Basic Educational Data System (CBEDS) is a system for collecting and sharing demographic data about students, schools, school districts, and education staff in the California public school system in kindergarten through grade twelve. The data are collected once a year on a Wednesday in early October that is designated as "Information Day."

**CDE**

The California Department of Education (CDE) is the state agency that oversees California's public school system.

**CSR program**

The Comprehensive School Reform (CSR) Program is a federally funded school reform initiative that offers schools and school districts the opportunity to implement schoolwide research-based reform strategies to increase student achievement. Formerly known as the Comprehensive School Reform Demonstration (CSR/D) Program, the program was re-named with the passage of the NCLB Act of 2001. The purpose of the CSR Program is to improve student achievement by supporting the implementation of comprehensive school reforms based on scientific research and effective practices. The goal is that all children, especially those in low-performing, high poverty schools, can meet challenging state content standards.

**CST**

The California Standards Tests (CSTs) are part of the STAR Program and include several content areas. The CSTs in ELA and mathematics for grades two through eleven became part of the STAR Program in 1999. The CSTs in ELA (including writing at grades four and seven) and mathematics are included in API and AYP calculations. CSTs in history-social science and science also are administered and used in the API. The CSTs are aligned to state-adopted content standards that describe what students should know and be able to do in each grade and subject tested.

<b>Direct-Funded Charter Schools</b>	A direct-funded charter school is an LEA but is considered a school (rather than an LEA) for API and AYP reporting purposes.
<b>ED</b>	The United States Department of Education (ED) is the agency that administers federal education programs, including the requirements of the NCLB Act of 2001.
<b>EL</b>	<p>An English learner (EL), formerly known as limited-English-proficient or LEP, is a student for whom there is a report of a primary language other than English on the Home Language Survey. An EL, upon initial assessment on the California English Language Development Test (CELDT) and from additional information when appropriate, has been determined to lack the English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular academic curriculum.</p> <p>The EL subgroup in the AYP and API calculations includes reclassified fluent-English-proficient (RFEP) students who have not scored at the proficient level or above on the CST in ELA for three times since being reclassified.</p>
<b>ELA</b>	This item refers to the content area of English-language arts (ELA).
<b>Grade or Grade Level</b>	"Grade" or "grade level" refers to the grade level in which a student is enrolled. The "test grade level" is the grade level of the test taken by a student.
<b>Graduation Rate</b>	NCLB requires that a graduation rate be used for AYP as an indicator for all schools and LEAs that enroll high school students. Since California does not have a universal student information system, a four-year completion rate is used as the calculation of the graduation rate for AYP reports. This rate includes information on high school completers (i.e., high school graduates) and high school dropouts aggregated over a four-year period. To meet the 2007 AYP graduation rate criteria, a school or LEA must have a 2007 graduation rate of at least 82.9 percent, show improvement in the graduation rate from 2006 to 2007 of a least 0.1 percent, or show improvement in the average two-year graduation rate of at least 0.2 percent.
<b>HPSGP</b>	The High Priority Schools Grant Program (HPSGP) provides assistance to the lowest performing schools (API state ranks 1–5) regardless of their relative API growth. The purpose of the voluntary program is to improve pupil performance in legislatively identified areas by offering additional resources to schools. There are fiscal and non-fiscal rewards or sanctions as possible consequences, depending on the school's progress.

<b>II/USP</b>	The PSAA established the Immediate Intervention/Underperforming Schools Program (II/USP) to promote the improvement of academic achievement in California's low-performing schools. The voluntary program provides fiscal resources and incentives for schools to implement reform strategies. There are fiscal and non-fiscal rewards or sanctions as possible consequences, depending on the school's progress.
<b>LEA</b>	A local educational agency (LEA) is a term used to designate a school district or county office of education.
<b>LEP</b>	A limited-English-proficient (LEP) student is one whose primary language is not English and who is not proficient in English. An LEP student is also referred to as an English learner (EL). (See "EL" for a precise definition.)
<b>NCLB</b>	The No Child Left Behind (NCLB) Act of 2001 is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic content standards for proficiency in ELA and mathematics by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.
<b>Numerically Significant Subgroups</b>	<p>Numerical significance refers to subgroups in schools or LEAs with 100 or more students enrolled or tested. For participation rate for AYP, a subgroup is numerically significant if the subgroup has 100 or more students enrolled on the first day of testing or 50 or more students enrolled on the first day of testing who make up at least 15 percent of the school's total population. For API and the percent proficient for AYP, a subgroup is numerically significant if the subgroup has 100 or more students with valid scores or 50 or more students with valid scores who make up at least 15 percent of the school's total valid scores. The following are subgroup categories for the API and AYP:</p> <ul style="list-style-type: none"> <li>■ African American (not of Hispanic Origin)</li> <li>■ American Indian or Alaska Native</li> <li>■ Asian</li> <li>■ Filipino</li> <li>■ Hispanic or Latino</li> <li>■ Pacific Islander</li> <li>■ White (not of Hispanic Origin)</li> <li>■ Socioeconomically Disadvantaged</li> <li>■ English Learners</li> <li>■ Student with Disabilities</li> </ul>



<b>Participation Rate</b>	<p>The participation rate for the API is used to determine the validity of an API. A school or LEA must have tested at least 85 percent of its students in every content area to have a valid API. This rule is applied only if the school has at least 100 or more students enrolled in a content area since the CBEDS data collection date.</p> <p>In addition, all schools and LEAs must test at least 95 percent of eligible students to meet federal AYP criteria. These rates are calculated for ELA and mathematics separately. The 95 percent criterion also applies to all numerically significant subgroups in the school or LEA.</p>
<b>PI</b>	<p>Program Improvement (PI) is a formal designation for Title I-funded schools and LEAs that do not make AYP for two consecutive years in specific areas. Title I funds are federal funds under the NCLB Act of 2001. There are required services and/or interventions that schools and LEAs must implement during each year they are in PI. A school will exit PI when it makes AYP for each of two consecutive years.</p>
<b>PSAA</b>	<p>The Public Schools Accountability Act (PSAA) of 1999 established California's state accountability system requirements. Its primary goal is to help schools improve the academic achievement of all students. The PSAA has three components: (1) the Academic Performance Index (API), (2) the Immediate Intervention/Underperforming Schools Program (II/USP), and (3) the Governor's Performance Awards (GPA). The PSAA also requires the development of an alternative accountability system for schools that serve non-traditional student populations (the Alternative Schools Accountability Model or ASAM). Currently, the state budget does not include funding for the awards program.</p>
<b>QEIA</b>	<p>On September 29, 2006, the Governor signed Senate Bill (SB) 1133 (Chapter 751 of 2006). The legislation established the Quality Education Investment Act (QEIA) of 2006. The QEIA provides approximately \$3 billion which would authorize school districts and other local educational agencies to apply for funding to allocate to elementary, secondary and charter schools that are ranked in either decile 1 or 2 as determined by the 2005 Base API. The appropriations begin in fiscal year 2007–08 and continue through 2013–14. Schools that are funded under the HPSGP that met or are meeting the program requirements of <i>Education Code</i> Section 52055.650 are eligible to receive funding under both the QEIA and HPSGP, providing the school meets all accountability requirements of both programs.</p>



<b>RFEP</b>	A reclassified fluent-English-proficient (RFEP) student is one whose primary language is something other than English and who was reclassified from English learner to fluent-English-proficient based on assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the CELDT, teacher evaluation, parent input, and the student's performance of basic skills. Basic skills are measured by the CST in ELA. This process demonstrates that students being redesignated have an English language proficiency comparable to that of average native English speakers.
<b>SBE</b>	The California State Board of Education (SBE) is the policy-determining body of the California Department of Education (CDE). The SBE sets kindergarten through grade twelve education policy in the areas of standards, curriculum, instructional materials, assessment, and accountability.
<b>STAR</b>	The Standardized Testing and Reporting (STAR) Program is California's primary statewide testing program. The current STAR Program has four components: the California Achievement Test, Sixth Edition Survey (CAT/6 Survey), published by CTB/McGraw-Hill; the California Standards Tests (CSTs), produced for California public schools; the Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3), an achievement test in Spanish published by Harcourt Assessment, Inc.; and the California Alternate Performance Assessment (CAPA), an assessment related to the California content standards that is designed to assess the performance of students with significant cognitive disabilities.
<b>Title I School</b>	A Title I school receives federal Title I funds. Title I, Part A, of the NCLB Act of 2001 is the largest federal program supporting elementary and secondary education. This program is intended to help ensure that all children have the opportunity to obtain a high-quality education and to reach proficiency on challenging state content standards and assessments. Title I provides flexible funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools. Title I schools that do not make AYP may face NCLB corrective actions.
<b>Title III</b>	Title III of the NCLB provides supplemental funding to LEAs to implement programs designed to help ELs and immigrant students attain English proficiency and meet the state's academic and content standards. Title III accountability includes two annual measurable achievement objectives (AMAOs) for increasing the percentage of ELs who are developing and attaining English proficiency and a third AMAO related to meeting Adequate Yearly Progress (AYP) for the EL subgroup at the LEA level.